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Instructor's
Guide and Answer Key

for use with

Housing decisions

by
Evelyn L. Lewis

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1978
tch.gd.

South Holland, Illinois

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INTRODUCTION

Housing Decisions is a comprehensive housing text concerned with homes as an environment for human growth and development; the selection of a home; the process of furnishing a home; trends in housing; and an overview of related careers.

The book is directed primarily toward students, but it is also suitable for use as a reference for anyone interested in acquiring and furnishing a home. Its goal is to help readers learn to apply the decision-making process to the various aspects of housing.

The text's copy is easy to read and understand. Over 600 photographs, drawings and charts are used to draw attention to important points. A reference to each of the illustrations is included in the copy to help students connect the visual image with the supporting information.

Each chapter begins with a short list of behavioral objectives to tell students what to expect in the chapter and what will be expected of them upon completion of the chapter. Following each chapter are lists of related terms, review questions and activities. (These will be described in more detail.)

All measurements in the book are given in both customary and metric units. Three appendices provide excellent reference material for students. They include a brief look at progress in housing legislation, a list of energy-saving tips and useful metric information. A glossary helps students learn terms related to housing.

USING "TO KNOW" SECTION

Students will need to understand the terms listed under the heading "to Know" at the end of each chapter. These terms may be discussed before or after students read each chapter. Students should be encouraged to refer to the glossary as needed while reading.

Some terms are appropriate to use as evaluation questions. For example, you could ask students to:

1. Explain the following terms:
2. Relate the following terms to housing:
3. Match the following terms and definitions:

USING "TO REVIEW" SECTION

The questions at the end of each chapter under the heading "to Review" cover the basic information presented in the chapter. These review questions are designed for students' self-evaluation of their knowledge of the chapter's content. They should be supplemented with other study questions, group discussions and evaluation questions. Answers to the review questions are given in the *Instructor's Guide*.

USING "TO DO" SECTION

The activities suggested at the end of each chapter under the heading "to Do" are for enrichment and hands-on experiences related to the ideas presented in each chapter. The activities suggested can usually be completed without close instructor supervision. Additional activities are given in the *Instructor's Guide*.

PLANNING YOUR PROGRAM

Housing Decisions is divided into four parts with a total of 13 chapters. The chapters are organized to present a logical progression of topics concerning decisions people face as they select and furnish a home.

Instructional concepts and student learning experiences are given for each chapter. Instructors may desire to develop additional learning experiences to fit their own specific teacher-learning situation.

The *Instructor's Guide* suggests many methods of evaluating students. Additional tests are offered in a variety of forms: true/false, multiple choice, matching and essay. Answers to all test questions are incorporated into the tests themselves and written in italics.

Various forms (for self-evaluation, teacher evaluation, surveys and research reports) are suggested in the *Instructor's Guide*. Because of space limitations, these are not full size. The instructor should modify the material to fit his or her specific classroom situation.

A numbering system is used throughout the *Instructor's Guide* to coordinate the instructional concepts with the student learning experiences, activities and test questions. For instance, 6.2 refers to the second instructional concept in chapter six. The numbers 6.21, 6.22, 6.23, etc. refer to student learning experiences that relate to the instructional concept 6.2. All learning experiences, activities and test questions are accompanied by such numbers. In this way, all material relating to a particular instructional concept can be identified quickly and easily.

ADDITIONAL RESOURCES

Career Briefs, Career Guides and Career Planner. Careers Inc., P.O. Box 135, Largo FL 33540. Printed instructional materials.

Cities, U.S.A.; Environment: Changing Man's Values; Global Emergency Series; Homes and Lifestyles: The Choice is Yours. Guidance Assoc., 757 Third Ave., New York NY 10017. Sound Filmstrips.

Energy: Use It Wisely Around the Home; A Good Bathroom for Your Home; A Good Kitchen for Your Home; Interior Building Materials for Your Home; Planning the Bedroom; Planning the Family Workroom; Selecting a House Plan; Selecting and Buying a Mobile Home. USDA Filmstrips from Photo Lab, Inc., 3825 Georgia Ave., NW, Washington DC 20011.

Home Plan Decision Guide. The Garlinghouse Co., 2320 Kansas Ave., Box 299, Topeka KS 66610. Booklet for students.

How to Make Your Windows Beautiful. Kirsch Company, Sturgis MI 49091. Booklet.

Millenium City and The Pipe Dream. H.J. Fraunhoffer, Concept 2000, 4750 N. 70th St., Phoenix AZ 85012. Television tapes.

Mobile Homes Teaching Unit with Student's Learning Package. Manufactured Housing Institute, 14650 Lee Rd., Chantilly VA 22021. A library of mobile housing data. Free films: *Livin's Easier and Their Reasons are their Own.*

The Quality of Living: Your Space and Mine: A Behavioral Approach to Environment. J.C. Penney Co., Educational Relations Dept., 1301 Avenue of the Americas, New York NY 10019. Filmstrip kits.

The Spacemaker: The Housing Answer to the American Dream. National Homes, P.O. Box 680, Lafayette IN 47902. Booklet.

This Way to a Better Home. The Soap and Detergent Assoc., 475 Park Ave., South at 32nd St., New York NY 10016. A training manual designed for use with residents moving into new or renovated apartments or homes.

U-Haul's Guide to Self Moving. U-Haul Public Information Dept., P.O. Box 21503, Phoenix AZ 85036. Prepared for Home Economics Instructors. Speakers available in some states.

PART ONE HOUSING FOR YOU

CHAPTER 1 HOUSING FOR SATISFACTION

■ OVERALL OBJECTIVE: Students will comprehend how housing serves as a source of satisfaction for people.

■ INSTRUCTIONAL CONCEPT

- 1.1 Housing creates surroundings that affect human feelings.
- 1.2 Housing as a microenvironment.
- 1.3 Environment affects well-being.

- 1.4 Priority of needs and values.

- 1.5 Shelter as a primary need.
- 1.6 Value systems.
- 1.7 Housing for security.
- 1.8 Individual spatial needs.

- 1.9 Privacy, social interaction, family unity.

- 1.10 Housing for economy.
- 1.11 Housing for self-expression.
- 1.12 Housing for creativity.
- 1.13 Housing for beauty.

- 1.14 Housing for esteem and prestige.
- 1.15 Housing for self-actualization.

STUDENT LEARNING EXPERIENCE

- 1.11 List five ways your feelings are affected by your housing.
- 1.21 Define the term microenvironment.
- 1.31 Compare your opinions with those of classmates on what effect housing environment has on well-being.
- 1.41 List your primary needs.
- 1.42 Add your secondary needs to the list.
- 1.43 Compare your list of needs with lists of classmates.
- 1.44 Draw a pyramid. Analyze how personal needs and values are arranged on pyramid, beginning with primary needs at base.
- 1.51 Give an example of a type of shelter and tell how and why it was developed.
- 1.61 Work in small groups to compile a report on how value systems relate to housing.
- 1.71 Give three examples of ways in which housing can provide security.
- 1.81 List five ways individuals are affected by housing space.
- 1.82 Explain three different types of space needed by humans.
- 1.91 Discuss how the space within a home can be used to fulfill the need of privacy.
- 1.92 Discuss how space in a home can be used to fulfill the need of social interaction.
- 1.93 Discuss how the space within a home can be used to fulfill the need of family unity.
- 1.101 Give two examples of how economy affects your neighborhood.
- 1.111 Write a report on a project which has given you opportunity for self-expression.
- 1.121 Bring to class at least one example of your creativity and tell what it means to you.
- 1.131 Give three examples of how aesthetics play an important part in housing in your neighborhood.
- 1.141 Discuss the importance of esteem and prestige in relation to housing.
- 1.151 Analyze different ways housing can provide opportunities for self-actualization.

■ LEARNING EXPERIENCE 1.31

Rating Scale for Class Participation

Student's name _____

Topic of discussion _____

Date of discussion _____

Directions: Circle the number on the scale below which you feel most fairly evaluates the participation of the (group/individual) in the discussion.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Rarely contributes to discussion and is inattentive or distracting to discussion.

Occasionally participates. Cannot always support or justify contributions.

Contributes steadily but does not always extend a point.

Contributes regularly with good quality ideas but needs support to keep discussion going. Shows good reasoning.

Is a good contributor to discussion and presents new ideas and questions to keep discussion alive and moving smoothly.

■ LEARNING EXPERIENCE 1.44

Directions: Create your own individual pyramid of primary needs, secondary needs and values. Arrange your needs and values according to your priorities, with your primary needs at the base. You may use your textbook for reference.

Evaluation: Assessments will be made on the following criteria:

- 1 — 25 points: Follows directions with teacher's help.
- 26 — 50 points: Reads directions before asking teacher's help.
- 51 — 75 points: Seeks own resources rather than asking for help from others.
- 76 — 100 points: Plans and carries out actions independently.

Directions for Evaluation: Using the point scale above, evaluate yourself on your assignment. Note that by working independently, you can earn more points.

Student evaluation of assignment: _____ points

I have evaluated myself and feel that I deserve the following points because _____

(Signature of Student)

Teacher evaluation of assignment: _____ points

Comments: _____

■ LEARNING EXPERIENCE 1.61

Group Report

Subject of report: Values in Relation to Housing

Date: _____

Group Members: _____

Directions: List the values your group thought most important in connection with housing.

Why did your group decide on this list of values?

Self-evaluation by group: _____ points

Class evaluation of group: _____ points

■ ACTIVITIES

1. Find pictures of several different types of homes. Discuss how types of homes and the furnishings inside them influence people's feelings and behavior. (1.1)
2. Recall or read a story that indicates how housing is used to satisfy people. (1.3)
3. Using pictures of different types of homes, discuss which human needs and values are satisfied by each type. (1.4)
4. Work with a group of classmates. Develop a survey form to find which housing values are held by students in your school. (1.6)

■ TEST QUESTIONS

Answers to all test questions are written in italics.

□ True/False: If the statement is true, put a + in the blank to the left of the number. If the statement is false, change the underlined word or words to make the statement true. Put the correct answer in the blank to the left of the number.

<u> +</u> <u>micro-</u> <u>environment</u>	<ol style="list-style-type: none">1. Housing environments influence the <u>feelings and behavior</u> of humans. (1.1)2. Your <u>macroenvironment</u> or housing environment is a small part of your total surroundings. (1.2)3. All humans have the same <u>primary</u> needs. (1.4)4. Air and food are <u>secondary</u> needs. (1.4)5. <u>Social</u> distance is a type of space which is psychological in nature. (1.8)6. Housing helps satisfy such needs and values as self-expression, <u>beauty</u> and esteem. (1.13)7. <u>Self-actualization</u> is the highest level of human need. (1.15)
---	---

Multiple Choice: Choose the best answer and write the corresponding letter in the blank.

b 1. A microenvironment is best described as: (1.2)

- a. Your total surrounding.
- b. One part of your total surroundings.
- c. A group of people who live near you.
- d. The relationship between people and their homes.

c 2. An example of a primary need is: (1.4)

- a. A vacation home.
- b. Entertainment.
- c. Food.
- d. Transportation.

c 3. An example of a secondary need is: (1.4)

- a. Air.
- b. Shelter.
- c. Self-esteem.
- d. Water.

d 4. Something you like and consider important is called a: (1.6)

- a. Primary need.
- b. Basic need.
- c. Secondary need.
- d. Value.

d 5. The type of space that surrounds you like an invisible “bubble” is called: (1.8)

- a. Territory.
- b. Flight distance.
- c. Social distance.
- d. Personal distance.

b 6. You are likely to think of “cost” when you think of: (1.10)

- a. Primary needs.
- b. Economy.
- c. Social interaction.
- d. Esteem.

d 7. Showing your true personality is best described as: (1.11)

- a. Creativity.
- b. Self-actualization.
- c. Self-esteem.
- d. Self-expression.

a 8. When you express your new ideas to others, you are showing: (1.12)

- a. Creativity.
- b. Self-actualization.
- c. Self-esteem.
- d. Self-expression.

b 9. Being respected and admired by others helps you fulfill your need for: (1.14)

- a. Security.
- b. Esteem.
- c. Prestige.
- d. Economy.

a 10. Self-actualization is best described as: (1.15)

- a. Becoming the best that you can be.
- b. Being held in high regard.
- c. Having new or original ideas.
- d. Showing your true personality.

□ Matching: Match the following terms and definitions. Write the letter of the term in the blank beside the corresponding definition. (1.2, 1.8, 1.12, 1.15)

<u>d</u>	1. Housing environment.	a. Social distance.
<u>g</u>	2. A person's "home ground."	b. Personal distance.
<u>b</u>	3. Space which surrounds a person like an invisible "bubble."	c. Self-actualization.
<u>c</u>	4. Highest level of human needs.	d. Microenvironment.
<u>h</u>	5. Having new or original ideas.	e. Macroenvironment.
		f. Self-expression.
		g. Territory.
		h. Creativity.

□ Essay Questions: Provide the answers which you feel best show your understanding of the subject matter.

1. List five ways your feelings are affected by housing. (1.1) *Housing can stimulate the following feelings or their opposites: security, comfort, pride, independence, cleanliness, well-being, happiness, isolation, etc.*
2. Give an example of a type of shelter and tell how and why it was developed. (1.5) *Any of the following: cliff dwelling in a natural setting, crude dwelling from available materials, tents from animal skins, modern house, mobile home, apartment building. All provide protection from weather, animals and other people. As advances were made in construction materials and methods, shelter became more sophisticated. Today's homes are capable of satisfying more of our secondary needs and values.*
3. Give three examples of ways in which housing can provide security. (1.7) *(Any three.) The knowledge that the dwelling is well-built and located in a neighborhood that is free of crime provides security. Devices such as smoke detectors, fire extinguishers and burglar alarms provide additional security.*
4. Describe four different space requirements of individuals and tell how these requirements may affect the individual. (1.8) *Territory offers freedom from trespassers and freedom to roam. Flight distance gives space to get away from others to take defensive action. Social distance allows one to stay in touch with others. Personal distance allows for personal privacy and for comfort when one is with other people.*
5. Explain how the space within a home can be used to fulfill the need for social interaction. (1.9) *Living rooms, family rooms, patios and eating areas are usually designed to encourage interaction and conversation between people – whether they are family members or guests.*

■ ANSWERS TO REVIEW QUESTIONS ON PAGE 32

1. Within it, near it.
2. a. Microenvironment.
3. (List four:) food, shelter, clothing, air, water, sleep.
4. Psychological, social.
5. They have developed their full potential as a human being. They have become the best that they can be, and they are doing those things that they do best.
6. A value is something you like and consider important.
7. (List three:) personal feelings, family background, hobbies, activities, the way space is used.
8. d. Personal distance.

9. Student response. (See pages 22-23.)
10. d. Economy.
11. Student response. (See page 26.)
12. Esteemed.
13. Student response. (A—see pages 18-19. B—see page 23. C—see pages 24 and 26.)
14. Student response.

CHAPTER 2 HOUSING AND LIFE SITUATIONS

■ OVERALL OBJECTIVE: Students will be able to relate housing needs and values to life situations.

■ INSTRUCTIONAL CONCEPT

2.1 Composition of living units.

2.2 Types of living units.

2.3 Individual life cycle.

2.4 Family life cycle.

2.5 Housing space and size of living unit.

2.6 Types of life-styles.

2.7 Quality of life.

2.8 Social and economic classes.

2.9 Housing needs for the aged and the handicapped.

2.10 Life situations.

STUDENT LEARNING EXPERIENCE

- 2.11 Draw a family tree to show the size and composition of your living unit.
- 2.21 Identify four different types of living units and explain how housing can satisfy each type.
- 2.31 Define the term “individual life cycle.”
- 2.32 Name the stage and substage of the individual life cycle through which you are passing.
- 2.41 Define the term “family life cycle.”
- 2.42 Name the stage(s) and substage(s) of the family life cycle through which your living unit is passing.
- 2.51 Make a chart showing how a living unit’s need for housing space changes as the living unit changes in size.
- 2.61 Develop a survey form to find out the various life-styles represented in your school.
- 2.71 Discuss aspects of the term “quality” and relate them to housing.
- 2.72 Explain how human ecology will affect the quality of life for future societies.
- 2.81 Give examples and illustrations of various social and economic classes.
- 2.91 List examples of methods of remodeling homes to fulfill the various needs of the aged and handicapped.
- 2.101 List conditions that determine the life situations of your living unit.

■ LEARNING EXPERIENCE 2.11

Directions: Devise a family tree which shows the size and composition of your living unit. Be creative in making up your family tree. Points will be given for both the content and the way it is presented.

Student evaluation: _____ creativity
_____ content

Teacher evaluation: _____ creativity
_____ content

■ LEARNING EXPERIENCE 2.51

Directions:

1. Prepare a chart which lists the size of your living unit, the amount of living space you have and the amount of living space you need.
2. Add to this same chart the amount of individual living space you have and the amount of living space you need.
3. Compare your living unit's amount of living space and its needs with your amount of living space and your needs.
4. After making this chart, what conclusions can you make concerning amounts of living space and sizes of living units?

■ LEARNING EXPERIENCE 2.61

Directions: Develop a survey to be used by students in your school to find out the various life-styles represented in the community. Use copies of this form to interview at least 10 different people. Use the following guidelines in setting up your survey:

Name _____

Date of survey _____

Topic of survey _____

Area of survey _____

(Prepare a list of questions you feel relevant to include in your survey.)

Questions: 1. _____
2. _____
3. _____

Note: Compile answers to all of your survey forms and write a brief summary of the findings. Tell how this survey helped you learn more about your community.

The survey will be evaluated in three parts:

1. One-third of points will be awarded by a class evaluation on the presentation of your survey to the class.
2. One-third of points will be awarded on a self-evaluation of your survey.
3. One-third of points will be awarded on a teacher evaluation of survey materials used and class presentation.

■ LEARNING EXPERIENCE 2.91

Directions: Find an illustration and floor plan for a house. Using this plan, make changes which you feel would be necessary for a handicapped person. Tell how each change would be made and why you feel these changes would be necessary.

■ ACTIVITIES

1. Invite someone who has traveled or lived in various parts of the country or in other countries to discuss how the life-styles of people are affected by their housing. (2.6)

2. Visit a model home and try to determine what effect it would have on the quality of life of people who lived in it. (2.7)
3. Find out what is being done to provide better housing for low-income families or other living units with special needs in your community. (2.8)
4. Visit a nursing home and write a report describing how the housing and the life situations of the people living there go together. (2.9)

■ TEST QUESTIONS

Answers to all test questions are written in italics.

□ True/False: If the statement is true, put a + in the blank to the left of the number. If the statement is false, change the underlined word or words to make the statement true. Put the correct answer in the blank to the left of the number.

<u>+</u>	1. A <u>living unit</u> can be one person or a group of people. (2.1)
<u>+</u>	2. Every person has a place in the <u>individual</u> life cycle. (2.3)
<u>change</u>	3. As your living unit moves from one stage of its life cycle to another, its needs for living space <u>stay the same</u> . (2.5)
<u>life-style</u>	4. Your <u>life cycle</u> is your living pattern or way of life. (2.6)
<u>supportive</u>	5. You have a <u>basic</u> life-style if you spend much of your time helping others. (2.6)
<u>+</u>	6. Social class is determined partly by your <u>occupation</u> . (2.8)

□ Multiple Choice: Choose the best answer and write the corresponding letter in the blank.

<u>d</u>	1. The most common living unit is the: (2.2) <ol style="list-style-type: none"> a. Communal family. b. Broken family. c. Expanded family. d. Nuclear family.
<u>d</u>	2. An extended family may include: (2.2) <ol style="list-style-type: none"> a. Grandparents. b. Cousins. c. Aunts and uncles. d. All of the above.
<u>a</u>	3. Stages of the family life cycle include: (2.4) <ol style="list-style-type: none"> a. Contracting stage. b. Infancy stage. c. Adulthood stage. d. All of the above.
<u>c</u>	4. Which of the following life-styles is for strong leaders? (2.6) <ol style="list-style-type: none"> a. Communal. b. Individualistic. c. Influential. d. Supportive.
<u>b</u>	5. If you enjoy doing things with a group, you might choose: (2.6) <ol style="list-style-type: none"> a. A basic life-style. b. A communal life-style. c. A supportive life-style. d. An influential life-style.

a 6. A person who lives simply and without modern conveniences has: (2.7)
a. A basic life-style.
b. A communal life-style.
c. An influential life-style.
d. A supportive life-style.

d 7. The term used to express the degree of satisfaction obtained from life is: (2.7)
a. Individualistic life-style.
b. Human ecology.
c. Socioeconomic status.
d. Quality of life.

d 8. The study of humans and their environment is called: (2.7)
a. Astrology.
b. Geography.
c. Geology.
d. Human ecology.

d 9. Social class is determined by: (2.8)
a. Family background.
b. Occupation.
c. Level of education.
d. All of the above.

b 10. The largest socioeconomic group in the United States is the: (2.8)
a. Low-income, lower-class.
b. Middle-income, middle-class.
c. Upper-income, upper-class.

□ Matching: Match the following terms and definitions. Write the letter of the term in the blank beside the corresponding definition. (2.6, 2.8)

<u>d</u>	1. Living the way you want to live, regardless of other people's opinions.	a. Basic life-style.
<u>b</u>	2. Living to help others.	b. Supportive life-style.
<u>a</u>	3. Living without many modern conveniences.	c. Influential life-style.
<u>g</u>	4. Determined by amount of money available to spend.	d. Individualistic life-style.
<u>f</u>	5. Level in society into which a person is born.	e. Communal life-style. f. Social class. g. Economic level. h. Socioeconomic status.

□ Essay Questions: Provide the answers which you feel best show your understanding of the subject matter.

1. Identify four different types of living units. Explain how housing needs vary according to the type of living unit. (2.2) *Any four of the following: single person, group of single persons, nuclear family, extended family, one-parent family. Housing needs vary according to the size, stage in the family life cycle, socioeconomic status and other life situations of the living unit.*
2. Name each member of your living unit. In which stage of the individual life cycle is each one? (2.3) *Student response. (See page 34.)*
3. List the three stages in the family life cycle. Give an example of how housing needs change for each of the stages. (2.4, 2.5) *Founding family, expanding family, contracting family. Student response concerning how needs change. (See pages 37-40.)*
4. Describe seven factors to consider when designing a home for a person in a wheelchair. (2.9) *Any seven of the following: Replace stairs with ramps. Have a downstairs bedroom. Make sure all halls and doorways are wide enough for a wheelchair. Install a "wheel-in" shower stall and built-up toilet seat. Be sure kitchen*

cabinets, appliances, desks, tables, drawers, clothes racks, telephones, door latches and heat controls are accessible from a wheelchair.

5. Describe a home that would fit the life situations of your living unit. Explain why the home would be appropriate. (2.10) *Student response.*

■ ANSWERS TO REVIEW QUESTIONS ON PAGE 56

1. Life situations are all the circumstances that affect you and the way you live.
2. Five circumstances that influence your life situations are your living unit, your stage in a life cycle, your life-style, your socioeconomic status and your physical condition.
3. Living unit.
4. Infancy, childhood, youth, adulthood.
5. Student response. (See pages 37-40.)
6. (List two:) A baby is born, a foster child enters the home, a relative moves into the home, the children grow larger.
(List two:) Family members leave home for college, a career or marriage; a parent leaves because of desertion or divorce; a family member dies.
7. A life-style is a living pattern or way of life.
8. Student response. (A—see pages 40-42. B—see page 42. C—see pages 42-44. D—see pages 44-46. E—see pages 46-48.)
9. Student response. (See page 48.)
10. d. All of the above.
11. Socioeconomic status.
12. Student response. (See pages 52-54.)

PART TWO MAKING HOUSING CHOICES

CHAPTER 3 DECISION-MAKING SKILLS

■ OVERALL OBJECTIVES: Students will analyze types of decisions that are related to housing. Students will be able to apply the decision-making process to housing.

■ INSTRUCTIONAL CONCEPT

- 3.1 Types of decisions.
- 3.2 Resources for housing decisions.
- 3.3 Steps in decision-making.
- 3.4 Categories of housing decisions.

STUDENT LEARNING EXPERIENCE

- 3.11 List types of decisions which your living unit has used to make housing choices.
- 3.21 List four human resources and discuss how these affect housing.
- 3.22 List four nonhuman resources and discuss how these affect housing.
- 3.23 List four community resources available to you that influence your housing decisions.
- 3.31 Choose a housing situation and list all of the steps of the decision-making process involved.
- 3.41 Differentiate between the three major categories of housing decisions by giving an example of each.

■ LEARNING EXPERIENCE 3.1, 3.3

Directions: Make up a situation that a living unit might encounter and list all of the decision-making steps which they would need to consider. List the types of decisions used in this decision-making process.

■ LEARNING EXPERIENCE 3.2

Directions: List 10 different resources you could use to make housing decisions. Label each resource as human, nonhuman or community.

■ ACTIVITY

Look through your home and find evidence of three decisions concerning location that have been made by your living unit. Then find evidence of three decisions concerning form and three concerning acquisition. (3.4)

■ TEST QUESTIONS

Answers to all test questions are written in italics.

True/False: If the statement is true, put a + in the blank to the left of the number. If the statement is false, change the underlined word or words to make the statement true. Put the correct answer in the blank to the left of the number.

<u> +</u>	1. Decisions are classified in <u>two</u> main groups. (3.1)
<u>rational</u>	2. <u>Spur-of-the-moment</u> decisions are made after studying a problem closely and considering all possible consequences. (3.1)
<u> +</u>	3. <u>Central-satellite</u> decisions can be described as one major decision surrounded by related, but independent, decisions. (3.1)
<u>chain</u>	4. In <u>habitual</u> decisions, one decision creates other choices that must be made to complete an action. (3.1)
<u> +</u>	5. <u>Knowledge</u> is a human resource. (3.2)
<u> +</u>	6. <u>Money</u> is a nonhuman resource. (3.2)
<u>problem identification</u>	7. The first step in the decision-making process is seeking <u>alternate solutions</u> . (3.3)
<u> +</u>	8. A decision should be judged for both its short-term and <u>long-range</u> consequences. (3.3)
<u> +</u>	9. <u>Location</u> is one of the three main categories of housing decisions. (3.4)
<u>form</u>	10. <u>Acquisition</u> concerns the physical shape of objects. (3.4)

Multiple Choice: Choose the best answer and write the corresponding letter in the blank.

<u>d</u>	1. A spur-of-the-moment decision is likely to be a result of: (3.1) a. Studying a problem closely. b. Considering all possible consequences. c. Related decisions. d. Impulsive action.
<u>a</u>	2. Which of the following is NOT a human resource? (3.2) a. Property. b. Knowledge. c. Skill. d. Attitude.

a 3. The public library is a good example of a: (3.2)
a. Community resource.
b. Human resource.
c. Personal resource.
d. Satellite resource.

a 4. If you have a high energy level, you will probably use more _____ resources than _____. (3.2)
a. Human, nonhuman.
b. Nonhuman, human.
c. Human, community.
d. Nonhuman, community.

c 5. The decision-making process starts with: (3.3)
a. Human resources.
b. Nonhuman resources.
c. Problem identification.
d. Taking action.

d 6. Some decisions are changed because: (3.3)
a. You could not foresee the outcome.
b. Necessary resources are not available.
c. You change and view the problem differently.
d. All of the above.

c 7. Making a decision and taking action: (3.3)
a. Is a skill that comes naturally.
b. Should only be done by the head of the household.
c. Is difficult for some people.
d. All of the above.

b 8. Which of the following is NOT a major category of housing decisions? (3.4)
a. Acquisition.
b. Neighborhood.
c. Form.
d. Location.

Matching: Match the following terms and definitions. Write the letter of the term in the blank beside the corresponding definition. (3.1)

f 1. An action you do automatically, without thinking about it.

g 2. A group of decisions consisting of one major decision and several related, but independent, ones.

b 3. A decision made without consideration of the consequences.

a 4. A series of decisions in which one decision triggers another.

d 5. A decision made after careful examination of a problem.

a. Chain decision.
b. Spur-of-the-moment decision.
c. Irresponsible decision.
d. Rational decision.
e. Conscientious decision.
f. Habitual behavior.
g. Central-satellite decision.

□ Essay Questions: Provide the answers which you feel best show your understanding of the subject matter.

1. What is the difference between a rational decision and a spur-of-the-moment decision? What outcome can be expected of each type of decision? (3.1) *A rational decision is studied carefully, and a spur-of-the-moment decision is often based on impulsive action. You can usually expect a rational decision to give more lasting satisfaction than a spur-of-the-moment decision.*
2. What are central-satellite decisions? Make up an example of a situation requiring this type of decision and show how the satellite decisions are related to the central one. (3.1) *There is one major decision with a number of other decisions related to it. However, the central decision can be completed without the others. The related decisions are called satellite decisions. (See pages 62-64 for examples.)*
3. Compare human and nonhuman resources. Give examples of the way resources affect your housing. (3.2) *Human resources are personal qualities such as skill, attitude, ability, knowledge and energy. Nonhuman resources are material things such as money, property and community resources. Resources are used when making and carrying out housing decisions. For example, you may save money by using time and skill for home repairs.*
4. List the three major categories of housing decisions and give an example of each. (3.4) *Location – region, community, neighborhood, site, floor plan, furniture arrangement, etc. Form – shape of trees, buildings, furnishings, etc. Acquisition (process and cost) – build, buy, rent, maintenance, cash, check, credit, etc.*

■ ANSWERS TO THE REVIEW QUESTIONS ON PAGE 73

1. Rational.
2. Spur-of-the-moment.
3. True.
4. b. Chain.
5. (List five:) Public libraries, city parks, classes for self-improvement, hospitals, fire stations, police departments, schools, shopping centers, recreational facilities.
6. Problem identification; seeking alternative solutions; choosing one of the alternatives and taking action.
7. Student response. (See pages 69-72.)

CHAPTER 4 A PLACE TO LIVE

■ OVERALL OBJECTIVE: Students will be able to apply the decision-making process when selecting a place to live.

■ INSTRUCTIONAL CONCEPT

4.1 Region.

4.2 Community.

4.3 Neighborhood.

STUDENT LEARNING EXPERIENCE

- 4.11 List five factors to consider when choosing a region in which to live.
- 4.12 Select a region other than your own. Give a brief oral report about it.
- 4.21 List five factors to consider when choosing a community in which to live.
- 4.22 Discuss which communities in your region are suited for contact or noncontact persons.
- 4.31 List five factors to consider when choosing a neighborhood in which to live.
- 4.32 Differentiate between physical and social neighborhoods.
- 4.33 Define the term “planned neighborhood.”

4.4 Site.

4.41 List five factors to consider when choosing a site on which to live.

4.42 Describe three types of natural restraints that affect a site.

4.43 Discuss your community's legal restraints that affect sites and dwellings.

4.44 Name and give one function for each of the three zones within a site.

4.5 Dwelling.

4.51 List five factors to consider when choosing a dwelling in which to live.

4.52 Define the terms "multifamily dwelling" and "single-family dwelling."

4.53 Differentiate between rental, cooperative and condominium units.

4.54 Describe five types of single-family dwellings.

4.6 Moving to a new location.

4.61 Name one advantage of hiring a moving company and one advantage of moving your possessions by yourself.

■ LEARNING EXPERIENCE 4.22, 4.32, 4.42, 4.43, 4.52

Student Survey

Directions: Design a form to be used in a survey for your community. Make a list of questions to ask of the people who live there. Explore the following topics:

A. Community.

1. The type of people.
 - a. Contact.
 - b. Noncontact.

B. Neighborhoods.

1. The types of neighborhoods.
2. Division of city by neighborhoods.

C. Sites.

1. The size and shape of sites.
2. Zoning of sites.

D. Dwellings.

1. Multifamily.
2. Single-family.

■ LEARNING EXPERIENCE 4.43

Directions: Check with local authorities on the zoning regulations and building codes in effect for your community. Label them as local, state or federal. List the authorities you contact and explain how they are directly or indirectly associated with the establishment or enforcement of these regulations and codes. Report to the class about the results of your study.

■ LEARNING EXPERIENCE 4.61

Directions: Do a research assignment on determining what is involved in moving to a new location. Make up an instance where a family is going to move. Give details of what major decisions they will have to make and what steps they will need to take to ensure a well-organized move.

■ ACTIVITIES

1. Tour your community and determine the types of housing that are most popular. Interview someone who lives in each type and report to the class why he or she chose that type of housing. (4.5)
2. Contact a moving company, a truck-trailer rental service and persons who have moved by themselves. Compare the costs in terms of money, time and effort. (4.6)

■ TEST QUESTIONS

Answers to all test questions are written in italics.

□ True/False: If the statement is true, put a + in the blank to the left of the number. If the statement is false, change the underlined word or words to make the statement true. Put the correct answer in the blank to the left of the number.

<u>region</u>	1. The specific part of a state or country in which you live is a <u>community</u> . (4.1)
<u>communities</u>	2. A region is divided into <u>neighborhoods</u> . (4.2)
<u>+</u>	3. A community-minded person would be a <u>contact</u> person. (4.2)
<u>+</u>	4. <u>Density</u> refers to the number of people living on a specific amount of land. (4.2)
<u>+</u>	5. Space within a site but outside a dwelling can be divided into three main <u>zones</u> . (4.4)
<u>+</u>	6. A dwelling designed for more than one living unit is called a <u>multifamily dwelling</u> . (4.5)
<u>five</u>	7. The national average for frequency of moving is once every <u>ten</u> years. (4.6)

□ Multiple Choice: Choose the best answer and write the corresponding letter in the blank.

<u>a</u>	1. Which of the following would NOT be an important consideration in choosing a place to live? (4.1, 4.2, 4.3) a. Social distance. b. Community. c. Neighborhood. d. Region.
<u>d</u>	2. A type of physical neighborhood is: (4.3) a. Residential. b. Commercial. c. Industrial. d. All of the above.
<u>b</u>	3. A neighborhood which has an overall design for development before any construction begins is called a: (4.3) a. Social neighborhood. b. Planned neighborhood. c. Heterogenous neighborhood. d. Homogenous neighborhood.
<u>c</u>	4. The social neighborhood is determined by: (4.3) a. The limits set by developers. b. The size of the living units. c. The type and number of people living there. d. The type of zoning.
<u>c</u>	5. A location within a neighborhood is called a: (4.4) a. Boundary. b. Community. c. Site. d. Zone.

c 6. Limits set by developers are called: (4.4)
 a. Boundaries.
 b. Property lines.
 c. Restrictions.
 d. Zones.

d 7. The slope or lay of the land is a natural feature called: (4.4)
 a. Earthology.
 b. Ecology.
 c. Geology.
 d. Topography.

c 8. Which of the following is NOT considered a zone outside the dwelling? (4.4)
 a. Public zone.
 b. Private zone.
 c. Sanitation zone.
 d. Service zone.

d 9. Which of the following is a multifamily dwelling? (4.5)
 a. Tract house.
 b. Mobile home.
 c. Kit house.
 d. Duplex.

c 10. An expensive suite located at the top of a luxury apartment building is a: (4.5)
 a. Condominium.
 b. Duplex.
 c. Penthouse.
 d. Townhouse.

□ Matching: Match the following terms and definitions. Write the letter of the term in the blank beside the corresponding definition. (4.1, 4.2, 4.3, 4.4, 4.5)

<u>g</u>	1. Lot within the neighborhood.	a. Area.
<u>c</u>	2. A structure in which people live.	b. Community.
<u>b</u>	3. Section of a region.	c. Dwelling.
<u>e</u>	4. Examples are residential, commercial, homogenous.	d. Subdivision.
<u>f</u>	5. Section of the world, country or state.	e. Neighborhood.
		f. Region.
		g. Site.
		h. Metropolis.

□ Essay Questions: Provide the answers which you feel best show your understanding of the subject matter.

1. Describe the type of region, community, neighborhood, site and dwelling in which you would enjoy living. (4.1, 4.2, 4.3, 4.4, 4.5) *Student response.*
2. Compare a contact person and noncontact person. List some things each would like in a housing environment. (4.2) *A contact person likes to be with other people, so he or she would probably like such things as recreational facilities, social centers and high-density areas. A noncontact person does not like being with other people, so he or she would probably like such things as low-density areas, large lots and rural areas.*
3. Explain the terms “social neighborhood” and “physical neighborhood.” (4.3) *A social neighborhood is determined by the people who live in it. If the people vary in age, ethnic background and income level, the neighborhood is heterogenous. If the people are quite similar, the neighborhood is homogenous. Another aspect of social neighborhood is the number of people living in it. If many people live close together,*

it is a high-density neighborhood. If few people live close together, it is a low-density neighborhood. A physical neighborhood is determined by the way the land and buildings are used. Residential neighborhoods are occupied by living units. Commercial neighborhoods include stores and businesses. Industrial neighborhoods include factories and warehouses.

4. List two factors that affect the amount of sunlight that enters a house. (4.4) *List two: The number and size of windows, the width of the roof overhang, the time of the year.*
5. List two types of multifamily dwellings and two types of single-family dwellings. (4.5) *List two of each. Multifamily: High-rise buildings, low-spread buildings, rental units, cooperative units, condominium units, tenement houses, duplexes, triplexes, etc. Single-family: town houses, row houses, custom-designed and custom-built houses, custom-built houses from stock plans, owner-built houses, tract houses, kit houses, mobile homes.*

■ ANSWERS TO REVIEW QUESTIONS ON PAGE 100

1. Choosing a region, community, neighborhood, site and dwelling.
2. (List three:) Scenery, climate, family, friends, employment, etc.
3. Neighborhoods.
4. a. Residential.
5. FHA stands for Federal Housing Administration. MPS stands for minimum property standards. These standards regulate the sizes of lots. They are set by the FHA.
6. (List two of each.) Natural restraints: topography, soil conditions, water levels, and orientation to sun, wind and scenery.
Legal restraints: minimum property standards and state and local standards.
7. Public zone – the part of the site that can be seen from the street.
Service zone – includes sidewalks, driveways and storage areas.
Private zone – the part of the site used for recreation and relaxation. It is hidden from the public view.
8. Rental units are owned by the landlord, not by the people who live in them. Cooperative units are owned by a corporation whose stockholders live in them. Condominium units are owned by the occupants in much the same way as single-family dwellings are owned.
9. c. Is attached to a foundation which is anchored to the ground.
10. Designs; builds.
11. For a tract home, the buyer chooses a finished house. The selection of designs is very limited. For a house that is custom-built from stock plans, the buyer chooses one of several designs shown to him or her by a contractor. The contractor then builds the house that was chosen.
12. Modular dwellings are built in factories and then moved in modules to the sites. Parts of kit houses are made in factories. Final construction is done at the sites. Mobile homes are completed in factories. They can be moved by attaching wheels to them.

CHAPTER 5 ACQUIRING HOUSING

■ OVERALL OBJECTIVE:

The students will be able to apply the decision-making process when determining whether to rent or buy housing.

■ INSTRUCTIONAL CONCEPT

5.1 Acquiring housing.

STUDENT LEARNING EXPERIENCE

5.1.1 Explain how the two basic aspects of acquisition – process and cost – are related to housing.

5.2 Renting a dwelling.

5.3 Owning a dwelling.

5.4 Steps in buying a dwelling.

5.5 Condominium ownership.

5.6 Cooperative ownership.

5.21 Name three advantages of renting a dwelling.

5.22 List eight items that should be included in a written lease.

5.23 Differentiate between assigning and subletting a lease.

5.31 Name three advantages of owning a dwelling.

5.32 Describe three methods of determining how much money you can afford to pay for housing.

5.33 Describe the four major steps that must be taken in order to build a new house.

5.34 Name two advantages of buying a new house that is already built.

5.35 List two serious defects for which you should check carefully before buying a dwelling that has already been occupied.

5.41 Describe the steps that must be taken to buy a dwelling.

5.42 Define terms related to the purchase of a dwelling, such as agreement of sale, down payment, abstract of title, mortgage, closing costs, title, deed.

5.51 Describe condominium ownership.

5.52 Name two advantages of condominium ownership.

5.61 Describe cooperative ownership.

5.62 Name two advantages of cooperative ownership.

■ LEARNING EXPERIENCE 5.32

Directions: Make a chart showing the price range of different types of dwellings in your community. (Various sources to contact for this information include: landlords, tenants, home owners, realtors, newspaper ads, contractors, architects, loan agents.)

Determine what amount of income would be needed to afford each type of dwelling.

■ LEARNING EXPERIENCE 5.52, 5.62

Directions: Write a brief report on the growing interest in either condominium or cooperative ownership. Use newspapers, magazines and your text as references.

■ ACTIVITIES

1. Arrange for a panel of persons to represent different viewpoints of acquiring housing. Include as many of the following interests as you can: landlord, tenant, home owner, realtor, architect, contractor or builder, loan agent, real estate lawyer. (5.2, 5.3)
2. Visit single-family dwellings for sale. Include older houses, new houses that are already built and custom-built houses. (5.3)
3. Drive or walk through your community and determine what multifamily dwellings are available. Find out if they are rental, condominium or cooperative units. Compare costs of living in each. (5.2, 5.5, 5.6)
4. With classmates, role play the transactions in buying a dwelling. (5.4)

■ TEST QUESTIONS

Answers to all test questions are written in italics.

□ True/False: If the statement is true, put a + in the blank to the left of the number. If the statement is false, change the underlined word or words to make the statement true. Put the correct answer in the blank to the left of the number.

+ 1. Process, as related to housing, includes operating, maintaining, repairing and replacing. (5.1)

+ 2. Cost, as related to housing, may be in terms of money, time, effort or other resources. (5.1)

+ 3. A finance charge includes both interest and any carrying charges. (5.1)

one-third 4. About three-fourths of all Americans live in rented homes and are known as tenants. (5.2)

one 5. The amount of a security deposit is commonly two month's rent. (5.2)

assign 6. When you sublet a lease, you transfer total interest in a property. (5.2)

+ 7. Real estate firms are in the business of selling land and buildings. (5.3)

mortgage 8. An agreement of sale is a claim against property that a buyer gives to the lender of money as security for the borrowed money. (5.4)

+ common ownership 9. The legal document by which title to a property is transferred is called a deed. (5.4)

10. The word condominium means a high-rise building. (5.5)

□ Multiple Choice: Choose the best answer and write the corresponding letter in the blank.

b 1. The two basic aspects of acquisition are: (5.1)
a. Location and cost.
b. Process and cost.
c. Process and form.
d. Location and form.

c 2. Which is the most expensive process of paying for something? (5.1)
a. Using cash.
b. Writing a check.
c. Using an installment buying plan.

b 3. The most common breach of contract on the part of the renter is: (5.2)
a. Damage.
b. Failure to pay rent.
c. Loud noise.
d. Misuse of facilities.

d 4. Forcing a renter to leave the property before the rental agreement expires is called: (5.2)
a. Foreclosure.
b. Breach of contract.
c. Assigning the lease.
d. Eviction.

c 5. As a general rule, you can afford to spend _____ times your annual income for the purchase price of a dwelling. (5.3)

- One and one half.
- Two.
- Two and one half.
- Three.

c 6. Which is likely to have the most space for the least money? (5.3)

- A custom-built house.
- A new house that is already built.
- A house that has already been occupied.

b 7. When you are looking at used homes, which of the following are signs of serious defects that should be avoided? (5.3)

- Broken windows.
- Lack of concrete foundation.
- Shabby yard.
- All of the above.

a 8. Most home financing today is through: (5.4)

- Conventional mortgage loans.
- FHA-insured loans.
- VA-guaranteed loans.

a 9. Which type of deed offers the greatest protection to the buyer? (5.4)

- General warranty deed.
- Special warranty deed.
- Quitclaim deed.

a 10. A declaration of ownership is important if you are: (5.5)

- Buying a condominium unit.
- Buying a cooperative unit.
- Buying a single-family dwelling.
- Renting an apartment.

Matching: Match the following terms and definitions. Write the letter of the term in the blank beside the corresponding definition. (5.4, 5.6)

b 1. A copy of all public records concerning a property.

e 2. A claim against property given to a lender as security for borrowed money.

c 3. The fees for settling the legal and financial matters involved in buying and selling real estate.

g 4. Rights of ownership and possession of particular property.

d 5. Dwellings owned by a corporation whose members are all residents of the dwellings.

a. Agreement of sale.
 b. Abstract of title.
 c. Closing costs.
 d. Cooperative units.
 e. Mortgage.
 f. Condominium units.
 g. Title.

Essay Questions: Provide the answers which you feel best show your understanding of the subject matter.

- The two basic aspects of acquisition are process and cost. Explain these two terms and what they mean in relation to housing. (5.1) *Process is the method you use to get any part of your housing. It includes the*

methods you use to operate, maintain, repair, replace and pay for parts of your housing. Cost involves the spending of resources to acquire housing. These resources may include money, time, energy, etc.

2. List three advantages of renting a home and three advantages of owning a home. (5.2, 5.3) (*List three:*)
You are free to move as you wish, you do not have to worry about the value of property going up or down or about buying and selling, you have a clear idea of your housing costs, you are not responsible for needed repairs, you are not tempted to spend money to improve the dwelling. (List three:) You can “putter around” in the yard, it can be a good money investment, you can save money through tax deductions, you often have more space and privacy.
3. What conditions should be avoided when you select a house? What conditions can be corrected if you are willing to spend some time, money and effort? (5.3) *Avoid the following: lack of concrete foundation; rotten or sagging roofs, walls or supports; insect damage; a bad neighborhood. The following can be corrected: a poor paint job; old plumbing; slight damage to walls, ceilings or floors; broken windows; a roof that needs repairs; a shabby yard.*
4. List two advantages of condominium ownership. (5.5) (*List two:*) *Many facilities and services are usually provided, it can be good money investment, you can take advantage of tax deductions.*
5. List two advantages of cooperative ownership. (5.6) (*List two:*) *You do not pay closing costs, you can save some money through tax deductions, you have no maintenance worries, you are likely to meet and become friends with other residents.*

■ ANSWERS TO THE REVIEW QUESTIONS ON PAGE 121

1. Process and cost.
2. Student response. (See pages 101-103.)
3. (*List four:*) Renters are freer to move; they do not worry about the value of property rising or falling or about buying and selling; they have a clear idea of what housing costs them; they do not worry about repairs; they are not tempted to spend money for home improvements.
4. A written lease is the most common rental agreement. It is a legal document spelling out the conditions under which the tenant rents the property. (See page 108 for a list of items it should include.)
5. False.
6. Breach of contract.
7. Allow 2 1/2 times your annual income for the purchase price of a dwelling. Limit monthly expenses to 1/60 of your gross annual income. Limit monthly expenses to one week's take-home pay.
8. b, c, d, f, g.
9. c. What a particular house is worth.
10. An agreement of sale is a contract signed by the buyer who agrees to buy and the seller who agrees to sell. (See page 114 for a list of items it should include.)
11. A home buyer should purchase title insurance for protection against financial loss caused by errors in the abstract of title.
12. Conventional mortgage, FHA-insured loan, VA-guaranteed loan. (Student response for a characteristic of each. See pages 114-116.)
13. A title is the rights of ownership and possession of a particular property. A deed is the legal document by which a title is transferred from one owner to another.
14. c. Your individual unit and an undivided interest in all common areas.

PART THREE THE INSIDE STORY

CHAPTER 6 THE QUESTION OF SPACE

- OVERALL OBJECTIVE: Students will be able to apply the decision-making process in choosing and using space in housing.

■ INSTRUCTIONAL CONCEPT

- 6.1 Floor plans.
- 6.2 Grouping rooms by function.
- 6.3 Grouping rooms for plumbing.
- 6.4 Traffic patterns.
- 6.5 Storage space.
- 6.6 Extending space.

STUDENT LEARNING EXPERIENCE

- 6.11 Given a floor plan, interpret all the symbols used.
- 6.12 Differentiate between a floor plan and a blueprint.
- 6.21 Describe the quiet area of a home.
- 6.22 Describe the work area of a home.
- 6.23 Describe the social area of a home.
- 6.24 Name three ways to separate areas and rooms.
- 6.31 Given a floor plan, evaluate it as good, fair or poor according to the location of plumbing lines.
- 6.41 Given a floor plan, draw the major traffic patterns.
- 6.42 List eight guidelines for safe and convenient traffic patterns.
- 6.51 Differentiate between built-in storage and storage furniture.
- 6.52 Given a floor plan, locate storage areas.
- 6.61 Name three ways to extend living space to the outdoors.
- 6.62 Describe two ways of using illusions to make a room seem larger.
- 6.63 Explain how light can be used to change the apparent size of a room.

■ LEARNING EXPERIENCE 6.1

Directions: Given a floor plan, interpret all of the symbols used.

■ LEARNING EXPERIENCE 6.2, 6.3

Directions: Given a floor plan, label the quiet, work and social areas. Evaluate it as good, fair or poor according to the location of plumbing lines.

■ LEARNING EXPERIENCE 6.4, 6.5

Directions: Given a floor plan, draw the major traffic patterns. Label the storage areas.

■ ACTIVITIES

1. Visit a building site. Ask the construction workers to explain how the blueprint is being used. (6.1)
2. Using graph paper, draw a floor plan of your house. Label the quiet, work and social areas. Draw the major traffic patterns. (6.2, 6.4)

■ TEST QUESTIONS

Answers to all test questions are written in italics.

□ True/False: If the statement is true, put a + in the blank to the left of the number. If the statement is false, change the underlined word or words to make the statement true. Put the correct answer in the blank to the left of the number.

+	1. A photographic reproduction of an original floor plan is a <u>blueprint</u> . (6.1)
<u>work</u>	2. The <u>social</u> area of a home includes the kitchen. (6.2)

range

3. The work triangle is an imaginary line drawn from the sink to the refrigerator to the table. (6.2)

+

common-use
light colors

4. Hall space can act as a buffer zone for noise. (6.2)

5. Built-in storage is shared by all members of a living unit. (6.5)

6. Dark colors, mirrors and plenty of light create the illusion of spaciousness. (6.6)

Multiple Choice: Choose the best answer and write the corresponding letter in the blank.

a

1. The most detailed information can be found in a: (6.1)

- a. Blueprint.
- b. Scaled drawing.
- c. Layout.
- d. Floor plan.

b

2. Which is NOT a major grouping of rooms in a dwelling? (6.2)

- a. Work area.
- b. Play area.
- c. Social area.
- d. Quiet area.

c

3. The dining room is part of the: (6.2)

- a. Work area.
- b. Play area.
- c. Social area.
- d. Quiet area.

c

4. The work triangle in a well-designed kitchen is no longer than: (6.2)

- a. 10 ft. (3.1 m)
- b. 17 ft. (5.2 m)
- c. 22 ft. (6.7 m)
- d. 29 ft. (8.8 m)

d

5. Hallways: (6.2)

- a. Help separate areas within a dwelling.
- b. Act as a buffer zone for noise.
- c. Range from 36 to 40 in. (91 to 106 cm) in width.
- d. All of the above.

a

6. Traffic patterns should: (6.4)

- a. Provide easy access from entrances to other parts of the dwelling.
- b. Go through rooms to save space.
- c. Use the same paths to lead to all three areas of the dwelling.
- d. All of the above.

c

7. Desks, chests and dressers are examples of: (6.5)

- a. Built-in storage.
- b. Common-use storage.
- c. Storage furniture.

a

8. Which of the following will make a room seem larger? (6.6)

- a. Mirrors.
- b. Dark colors.
- c. Dim lights.
- d. All of the above.

□ Matching: Match the following terms and definitions. Write the letter of the term in the blank beside the corresponding definition. (6.1, 6.2)

<u>b</u>	1. Includes bedrooms and bathrooms.	a. Work area.
<u>a</u>	2. Includes the kitchen and utility room.	b. Quiet area.
<u>f</u>	3. Includes the living room and family room.	c. Floor plan.
<u>c</u>	4. Used by prospective home buyers.	d. Play area.
<u>e</u>	5. Used by home builders.	e. Blueprint.
		f. Social area.
		g. Layout.

□ Essay Questions: Provide the answers which you feel best show your understanding of the subject matter.

1. What is the difference between a floor plan and a blueprint? (6.1) *A floor plan shows the location of rooms, doors, windows, storage areas and hallways. A blueprint is more detailed. It gives dimensions and construction specifications.*
2. Describe three ways to separate areas and rooms. (6.2) *(List three:) Locate areas on different ends of the dwelling or on different floors; use hallways, alcoves, balconies, screens, free-standing storage units and careful arrangements of furniture.*
3. What are traffic patterns? List eight guidelines to consider when evaluating traffic patterns. (6.4) *Traffic patterns are the paths people follow as they move within a room, from room to room or to the outside. (See pages 140-144 for a list of guidelines to consider.)*
4. Name three ways to extend living space to the outdoors. (6.6) *Use carpeted outdoor areas, screened porches, terraces, patios, decks and balconies.*
5. Explain two ways to use illusions to make a room seem larger. (6.6) *Use mirrors; light, neutral colors; and plenty of light.*

■ ANSWERS TO THE REVIEW QUESTIONS ON PAGE 152

1. Floor plan.
2. c. Location of furniture in a room.
3. Quiet, work, social.
4. 22 ft. (6.7 m)
5. Two functions of hallways are to separate areas of a dwelling and to act as a buffer zone for noise.
6. Student response. (See pages 140-144.)
7. (List one advantage of each:) Built-in storage increases the value of a home; you do not have to move it when you go to a new dwelling. Storage furniture can be handy and attractive. You can take it with you when you move.
8. (List two:) Carpeted outdoor areas, porches, terraces, decks, patios, balconies.
9. Use mirrors, light colors and good lighting.

CHAPTER 7 DESIGN IN THE HOME

■ OVERALL OBJECTIVE: Students will be able to apply the decision-making process in using design elements and principles in housing.

■ INSTRUCTIONAL CONCEPT

7.1 Color.

STUDENT LEARNING EXPERIENCE

7.11 Discuss with classmates how color affects people.

7.2 Color harmonies.

7.12 Identify primary, secondary and intermediate colors on the color wheel.
7.13 Differentiate between value and intensity.
7.14 List the neutral colors.
7.15 List two warm colors and explain what effect they have on objects.
7.16 List two cool colors and explain what effect they have on objects.
7.21 Describe and give an example of a monochromatic color harmony.
7.22 Describe and give an example of an analogous color harmony.
7.23 Describe and give an example of a complementary color harmony.
7.31 Name the four elements of design.
7.32 List three types of lines and explain what visual effect each type creates.
7.33 Explain why the form of an object should fit its function.
7.34 Explain how texture affects the sense of touch and the sense of sight.
7.41 Name the four principles of design.
7.42 Describe a room that has a good sense of proportion.
7.43 Differentiate between formal and informal balance.
7.44 Define the term emphasis.
7.45 List three types of rhythm and explain how each one works.
7.51 Name the three goals of design.
7.61 Describe two types of resilient floor treatments.
7.62 Describe two types of nonresilient floor treatments.
7.63 Name three advantages of wood floor treatments.
7.64 Name three advantages of carpets and rugs as floor treatments.
7.71 Describe five types of wall treatments.
7.81 Describe two types of ceiling treatments.

7.3 Elements of design.

7.4 Principles of design.

7.5 Goals of design.

7.6 Floors as backgrounds.

7.7 Walls as backgrounds.

7.8 Ceilings as backgrounds.

■ LEARNING EXPERIENCE 7.12

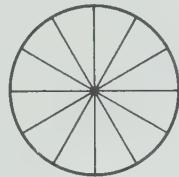
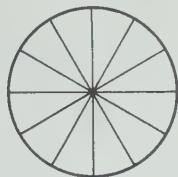
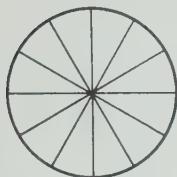
Directions: Using watercolors, create a color wheel that shows the primary, secondary and intermediate colors.

■ LEARNING EXPERIENCE 7.13

Directions: Using watercolors, create a value scale.

■ LEARNING EXPERIENCE 7.2

Directions: Fill in three small color wheels, each showing a different type of color harmony.



(Use color wheels similar to these:)

■ LEARNING EXPERIENCE 7.2

Directions: Develop a color harmony for a room. Select samples of carpeting, upholstery fabric, wall paint, etc. Explain your choices.

■ ACTIVITIES

(Both activities relate to all eight instructional concepts.)

1. Make arrangements with an interior designer to go with him or her to a model home that is being decorated. Ask about the use of color values, color intensities, warm and cool colors, color harmonies, line, form, texture, proportion, balance, emphasis, rhythm and background treatments.
2. Look through housing-related magazines and discuss the design elements, design principles and background treatments used.

■ TEST QUESTIONS

Answers to all test questions are written in italics.

True/False: If the statement is true, put a + in the blank to the left of the number. If the statement is false, change the underlined word or words to make the statement true. Put the correct answer in the blank to the left of the number.

<u>first</u>	1. Color is usually the <u>last</u> thing others notice about your home. (7.1)
<u>primary</u>	2. The three basic colors are called <u>harmony</u> colors. (7.1)
<u>+</u>	3. <u>Secondary</u> colors are made by mixing two primary colors. (7.1)
<u>shades</u>	4. <u>Tints</u> are colors mixed with black. (7.1)
<u>+</u>	5. <u>Intensity</u> refers to the brightness or dullness of a color. (7.1)
<u>blue</u>	6. <u>Green</u> is the coolest color. (7.1)
<u>+</u>	7. A <u>monochromatic</u> color harmony is based on a single color. (7.2)
<u>+</u>	8. The elements of design are <u>color</u> , line, form and texture. (7.3)
<u>+</u>	9. <u>Emphasis</u> is the center of interest in a design. (7.4)
<u>+</u>	10. <u>Beauty</u> is a goal of design. (7.5)

Multiple Choice: Choose the best answer and write the corresponding letter in the blank.

<u>d</u>	1. A primary color is: (7.1)
	a. Green.
	b. Orange.
	c. Pink.
	d. Red.

b 2. A secondary color is: (7.1)
a. Black.
b. Violet.
c. White.
d. Yellow.

b 3. Adding white to a color makes it: (7.1)
a. A shade.
b. A tint.
c. A different hue.
d. More intense.

a 4. The lightness or darkness of a color is called: (7.1)
a. Value.
b. Intensity.
c. Neutral.
d. Harmony.

b 5. The warmest color is: (7.1)
a. Orange.
b. Red.
c. White.
d. Yellow.

c 6. The color harmony that is based on a single hue is called: (7.2)
a. Double complementary.
b. Analogous.
c. Monochromatic.
d. Triad.

b 7. Combinations of three to five colors near each other on the color wheel are called _____ color harmonies. (7.2)
a. Monochromatic.
b. Analogous.
c. Complementary.
d. Neutral.

a 8. Which is NOT an element of design? (7.3)
a. Rhythm.
b. Line.
c. Color.
d. Texture.

d 9. The ratio of size, shape and weight of parts to the whole is: (7.4)
a. Balance.
b. Emphasis.
c. Harmony.
d. Proportion.

a 10. Surfaces which have some “give” but retain their original shape are called: (7.6)
a. Resilient.
b. Nonresilient.
c. Acoustical.
d. None of the above.

Matching: Match the following terms and definitions. Write the letter of the term in the blank beside the corresponding definition. (7.1, 7.6, 7.7, 7.8)

<u>a</u>	1. Neutral colors.
<u>g</u>	2. Primary colors.
<u>e</u>	3. Secondary colors.
<u>c</u>	4. Shades.
<u>d</u>	5. Tints.

- a. Black, white, gray.
- b. Black, yellow, gray.
- c. Colors mixed with black.
- d. Colors mixed with white.
- e. Orange, green, violet.
- f. Red, green, blue.
- g. Red, yellow, blue.

<u>d</u>	1. Resilient floor treatment.
<u>a</u>	2. Nonresilient floor treatment.
<u>e</u>	3. Wood floor treatment.
<u>b</u>	4. Wall treatment.
<u>c</u>	5. Ceiling treatment.

- a. Terrazzo.
- b. Gypsum board.
- c. Acoustical tile.
- d. Asphalt tile.
- e. Parquetry.

Essay Questions: Provide the answers which you feel best show your understanding of the subject matter.

1. Describe and give an example of two different types of color harmonies. (7.2) *Student response. (See pages 158-164.)*
2. List three types of lines and explain what visual effect each type creates. (7.3) (*List three: Vertical lines add height, strength and dignity. Horizontal lines add stability and restfulness. Diagonal lines suggest activity. Curved lines add a graceful, softening effect.*)
3. Describe a room that has a good sense of proportion. (7.4) *Nothing appears too large or too small; the room is neither too crowded nor too empty.*
4. What is meant by “appropriateness,” a goal of design? (7.5) *Furnishings should be suited to the dwelling as a whole; they should be suited to the room in which they are located; they should be suited to your personality and life situations; and their form should be suited to their function.*
5. Describe five types of floor treatments. (7.6) *Student response. (See pages 174-178.)*
6. Describe five types of wall treatments. (7.7) *Student response. (See pages 178-183.)*
7. Describe two types of ceiling treatments. (7.8) *Student response. (See pages 183-184.)*

■ ANSWERS TO THE REVIEW QUESTIONS ON PAGE 185

1. Orange – from yellow and red. Green – from yellow and blue. Violet – from red and blue.
2. Value is the lightness or darkness of color. Intensity is the brightness or dullness of color.
3. Neutralized colors are colors to which white, gray or black has been added.
4. Warm, cool.
5. Student response. (See pages 158-162.)
6. Line.
7. Function.
8. Texture.
9. Proportion.
10. The sides of a design are mirror images in formal balance. They are unlike in informal balance, but neither side is overpowering.
11. Emphasis creates a center of interest. It repeatedly draws attention. It gives order and direction to the design.

12. Rhythm leads the eye from one area to another with smooth movement.
13. Student response. (See pages 172-174.)
14. Although one type of each design element and principle should be allowed to dominate in a design to help tie the pieces together, some variety is needed to add interest.
15. Student response. (See pages 174-178.)
16. Student response. (See pages 178-183.)
17. Student response. (See pages 183-184.)

CHAPTER 8 DECISIONS ABOUT LIGHTING

■ **OVERALL OBJECTIVE:** Students will be able to apply the decision-making process when choosing lighting for housing.

■ **INSTRUCTIONAL CONCEPT**

- 8.1 Natural light.
- 8.2 Windows and window treatments.

8.3 Artificial light.

8.4 Reflection of light.

8.5 Absorption of light.

8.6 Diffused light.

8.7 Direct and indirect lighting.

8.8 Uses of lighting.

8.9 Structural and nonstructural lighting.

STUDENT LEARNING EXPERIENCE

- 8.11 Name three ways natural light varies.
- 8.21 List three functions of windows.
- 8.22 Given an illustration of a double-hung window, identify the frame, sash, pane, sill and apron.
- 8.23 Describe four types of window treatments.
- 8.24 Discuss ways to reduce the transfer of heat through windows.
- 8.31 Differentiate between incandescent and fluorescent lighting.
- 8.32 Collect illustrations of incandescent lighting and fluorescent lighting and explain where each is most beneficial.
- 8.33 Define the term "watts."
- 8.41 Describe two types of surfaces that reflect light.
- 8.42 Experiment to see how light is reflected.
- 8.51 Describe two types of surfaces that absorb light.
- 8.52 Experiment to see how light is absorbed.
- 8.61 Define the term "diffused light."
- 8.71 Differentiate between direct and indirect lighting.
- 8.72 Give an example of how direct and indirect lighting are used in homes.
- 8.81 Give two examples of lighting used for visual comfort.
- 8.82 Give two examples of lighting used for safety.
- 8.83 Give two examples of lighting used for beauty.
- 8.91 Describe four types of structural lighting.
- 8.92 List three points to consider when choosing a movable lamp.

■ LEARNING EXPERIENCE 8.42, 8.52

Directions: Work in a small group and conduct an experiment to demonstrate how light is reflected and absorbed. Present a report on your findings to the class. Use information from your textbook and other sources to help you conduct your experiment.

Name _____

Group Number _____

Experiment procedure:

Reported findings:

_____ points for class evaluation on presentation of experiment.
_____ points for teacher evaluation on experiment and class presentation.

■ ACTIVITIES

1. Find out the code for electrical wiring in your locality. Who is responsible for inspection? (8.8)
2. Make a checklist for lamps and fixtures from information in this chapter. Do some comparison shopping in your community, comparing features and prices. (8.9)
3. Walk through your school and list all the types of lighting and fixtures you can find. (8.1, 8.3, 8.6, 8.7, 8.9)

■ TEST QUESTIONS

Answers to all test questions are written in italics.

True/False: If the statement is true, put a + in the blank to the left of the number. If the statement is false, change the underlined word or words to make the statement true. Put the correct answer in the blank to the left of the number.

<u>cooler</u>	1. Northern light is <u>warmer</u> than western light. (8.1)
<u>pane</u>	2. The glass part of a window is called the <u>sash</u> . (8.2)
<u>draw</u>	3. <u>Curtains</u> are pinch-pleated panels of fabric which can cover windows completely or be pulled to the sides. (8.2)
<u>draperies</u>	4. <u>Fluorescent</u> light is produced when an electric current passes through a filament wire. (8.3)
<u>+ incandescent</u>	5. Light is <u>reflected</u> by light colors and smooth, shiny surfaces. (8.4)
<u>+ valance</u>	6. <u>Diffused</u> light covers a large area and has no glare. (8.6)
<u>+ valance</u>	7. The majority of <u>indirect</u> light is reflected from walls and ceilings. (8.7)
	8. <u>Wall bracket</u> lighting is used over windows. Fluorescent light is directed upward and downward, giving both direct and indirect light. (8.9)

Multiple Choice: Choose the best answer and write the corresponding letter in the blank.

<u>a</u>	1. The coolest natural light comes from the: (8.1) a. North. b. South. c. East. d. West.
<u>c</u>	2. Which of the following is NOT part of a window? (8.2) a. Sash. b. Apron. c. Border. d. Sill.

a 3. Flat fabric panels with a pocket hem at the top are called: (8.2)
 a. Curtains.
 b. Cafes.
 c. Draw draperies.
 d. Double draw draperies.

c 4. Compared to incandescent bulbs, fluorescent tubes: (8.3)
 a. Are less expensive to install and replace.
 b. Light up sooner.
 c. Last longer.
 d. Give more light from smaller space.

c 5. Light is reflected by: (8.4)
 a. Rough surfaces.
 b. Dark colors.
 c. Shiny surfaces.
 d. All of the above.

c 6. Diffused means: (8.6)
 a. Direct.
 b. Rough.
 c. Scattered.
 d. Shiny.

b 7. Direct light: (8.7)
 a. Shines toward ceilings and walls.
 b. Provides the most light possible to a specific area.
 c. Provides "soft" light for a large area.
 d. All of the above.

d 8. Specific lighting: (8.7)
 a. Is used to supplement general lighting.
 b. Can be called task lighting.
 c. Is needed when you read.
 d. All of the above.

a 9. Structural lighting is: (8.9)
 a. Built-in.
 b. Easily moved.
 c. High-level lighting.
 d. Low-level lighting.

c 10. The type of structural lighting that begins near the ceiling and directs all light upward is called: (8.9)
 a. Valance.
 b. Cornice.
 c. Cove.
 d. Wall bracket.

Matching: Match the following terms and definitions. Write the letter of the term in the blank beside the corresponding definition. (8.3)

<u>d</u>	1. Unit of measure for amounts of light.	a. Light meter.	d. Footcandle or lux.
<u>c</u>	2. Unit of measure for electric current.	b. Mercury vapor.	e. Tungsten filament.
<u>e</u>	3. Part of an incandescent bulb.	c. Watt.	f. Coil.
<u>b</u>	4. Part of a fluorescent tube.		

□ Essay Questions: Provide the answers which you feel best show your understanding of the subject matter.

1. Describe three ways to reduce the transfer of heat through windows. (8.2) *List three: Eliminate windows, use foam-backed or lined draperies, use special insulating glass, use glass that reflects sunlight.*
2. Explain the effect of color and texture on lighting. (8.4, 8.5) *Dark colors and rough textures absorb light while light colors and smooth textures reflect light.*
3. Describe conditions under which you would use direct lighting. (8.7) *Direct lighting is used for specific tasks such as reading, writing, carving wood and sewing. It should be accompanied by other room lighting.*
4. Give two examples of using lighting to increase the safety of an area. (8.8) *Student response. (See pages 203-206.)*
5. How can lighting be used for beauty? Give two examples. (8.8) *Soft light can create a quiet, restful mood. Sharper light can be used to focus on a point of emphasis. Outdoor lighting can add to the appearance of a dwelling.*

■ ANSWERS TO REVIEW QUESTIONS ON PAGE 212

1. The weather, the time of day and the season of the year all affect the availability of natural light.
2. a. Northern light.
3. (List three:) To provide natural light, to provide air circulation, to provide a view, to add to the design of the dwelling.
4. Apron.
5. (List two:) Eliminate windows, use insulating window treatments such as foam-backed or lined draperies, use insulating glass, use sunlight-reflectant glass.
6. Incandescent light is cheaper to install, but more costly to use, than fluorescent light.
7. Light can make your home visually comfortable, safe and beautiful. (Individual student response for an example of each.)
8. a. 5 – Footcandle or lux.
b. 8 – Watt.
c. 4 – Tungsten filament.
d. 7 – Mercury vapor.
e. 6 – Smooth, shiny surface.

CHAPTER 9 FURNISHINGS AND EQUIPMENT

■ OVERALL OBJECTIVE: Students will be able to use the decision-making process when choosing furniture and equipment.

■ INSTRUCTIONAL CONCEPT

- 9.1 Choosing furniture.
- 9.2 Furniture construction.

STUDENT LEARNING EXPERIENCE

- 9.11 List four factors to consider when choosing furniture for your first home.
- 9.21 Differentiate between hardwood and softwood and give two examples of each.
- 9.22 Describe veneered wood.
- 9.23 Describe three types of wood joints.
- 9.24 Give an example of plastic, metal and glass furniture.
- 9.25 Discuss advantages of various upholstery fabrics.

9.3 Consumer protection.

9.4 Furniture styles.

9.5 Accessories.

9.6 Choosing major appliances.

9.26 Illustrate coil and flat springs and give an example of how each type is used.

9.27 Describe an innerspring mattress, a foam mattress and a water bed.

9.28 Name two kinds of dual-purpose sleep furniture.

9.31 Discuss consumer protection as related to furniture.

9.41 Describe two traditional styles from France.

9.42 Describe two traditional styles from England.

9.43 Describe two traditional American styles.

9.44 Discuss differences between modern and contemporary furniture styles.

9.45 Give an example of a room with the eclectic look.

9.51 Differentiate between functional and decorative accessories by giving two examples of each.

9.61 List seven factors to consider before purchasing any major appliance.

9.62 Define the terms “full warranty” and “limited warranty.”

9.63 List three special features that are available on refrigerators.

9.64 Differentiate between chest and upright freezers and give an advantage of each.

9.65 Name four special features available on ranges.

9.66 Explain how food is heated in microwave ovens.

9.67 List two advantages of having a dishwasher.

9.68 Describe the functions of trash compactors and food waste disposers.

9.69 Name four points to check before buying either an automatic washer, or a dryer.

■ LEARNING EXPERIENCE 9.23

Directions: Examine wood furniture in your home to find out how many types of joints are used. Use the following chart to report your findings:

Name _____
Piece of Furniture

Date _____
Type of Joint

■ LEARNING EXPERIENCE 9.25

Directions: Collect samples of upholstery fabrics. Work in small groups and label them as woven, nonwoven or knitted. Name the types of weaves used in the woven fabrics. Discuss characteristics of fibers used in the fabrics.

■ LEARNING EXPERIENCE 9.51

Directions: List ten accessories you have in your home. Place a check in front of each functional accessory.

■ ACTIVITIES

1. Visit a lumber yard or building supply house. Examine various types of wood. Study the grain patterns of pieces of wood and determine the part of the tree from which they were cut. Determine if the wood is hardwood or softwood; solid or veneered; finished or unfinished. (Some places will have samples for customers to study.) (9.2)
2. Plan a trip to a furniture store. Prepare a list of questions to ask your tour guide. Then make a list of new things you learned from the trip. (9.2, 9.3, 9.4)
3. Find out the cost of the major appliances that come with a newly built home. Figure the amount of interest that will be paid on them during the term of the contract. Also find out the life expectancy of each appliance and determine how long payments will be made on the appliances after their life expectancy is over. (9.6)
4. Make a checklist of factors to consider before buying one of the following appliances: hot water heater, air conditioner, water softener, furnace. (9.6)

■ TEST QUESTIONS

Answers to all test questions are written in italics.

□ True/False: If the statement is true, put a + in the blank to the left of the number. If the statement is false, change the underlined word or words to make the statement true. Put the correct answer in the blank to the left of the number.

+ _____	1. When buying furniture for your first home, buy pieces that can be used for <u>more than one</u> purpose. (9.1)
+ _____	2. <u>Crotchwood</u> has a special grain caused by branches growing out from the trunk of a tree. (9.2)
<u>more</u> _____	3. Solid wood furniture is <u>less</u> expensive than veneered wood furniture. (9.2)
<u>weakest</u> _____	4. Butt joints are the <u>strongest</u> wood joints. (9.2)
<u>woven</u> _____	5. Most upholstery fabrics are <u>knitted</u> . (9.2)
<u>England</u> _____	6. The Queen Anne furniture style originated in <u>France</u> . (9.4)
+ _____	7. <u>Contemporary</u> furniture styles are the very latest designs. (9.4)
+ _____	8. The <u>accessories</u> in your home reflect your personality. (9.5)
+ _____	9. The Underwriters Laboratories symbol is found on <u>electrical</u> appliances. (9.6)
+ _____	10. Chest freezers use <u>less</u> electricity than upright freezers. (9.6)

□ Multiple Choice: Choose the best answer and write the corresponding letter in the blank.

<u>d</u> _____	1. A hardwood is: (9.2) a. Cedar. b. Pine. c. Spruce. d. Walnut.
<u>d</u> _____	2. A softwood is: (9.2) a. Maple. b. Oak. c. Pecan. d. Redwood.

b 3. Drawers of good quality furniture have: (9.2)
 a. Double dowel joints.
 b. Dovetail joints.
 c. Tongue and groove joints.
 d. Butt joints.

a 4. Which of the following is NOT a durable upholstery fabric? (9.2)
 a. A fabric with long floats.
 b. A pile fabric.
 c. A heavyweight fabric.
 d. A fabric with a tight, close weave.

c 5. The most important consideration when choosing sleep furniture is: (9.2)
 a. Number of springs.
 b. Size of springs.
 c. Comfort.
 d. Amount of padding.

c 6. The least expensive type of springs is: (9.2)
 a. Box.
 b. Coil.
 c. Flat.
 d. Set.

d 7. Which of the following is NOT a traditional furniture style from England? (9.4)
 a. Jacobean.
 b. Hepplewhite.
 c. Regency.
 d. Empire.

b 8. About how much refrigerator space does an adult need? (9.6)
 a. 2 cubic feet (57 litres).
 b. 4 cubic feet (113 litres).
 c. 6 cubic feet (170 litres).
 d. 8 cubic feet (226 litres).

a 9. Convection ovens use _____ for fuel. (9.6)
 a. Gas.
 b. Electricity.

c 10. Trash compactors will NOT handle: (9.6)
 a. Glass bottles.
 b. Plastic cartons.
 c. Aerosol cans.

□ Matching: Match the following terms and definitions. Write the letter of the term in the blank beside the corresponding definition. (9.4)

<u>c</u>	1. Traditional English style.	a. Eames.	d. Eclectic.
<u>e</u>	2. Traditional French style.	b. Federal.	e. Louis XIV.
<u>b</u>	3. Traditional American style.	c. Victorian.	f. Modern.
<u>a</u>	4. Contemporary style.		

□ Essay Questions: Provide the answers which you feel best show your understanding of the subject matter.

1. Describe three pieces of furniture that would be wise selections for a first home. Justify your answers. (9.1)
Student response. See page 214.

- Describe a piece of plastic or metal furniture and a setting in which the piece would be appropriate. (9.2)
Student response. See page 216.
- Explain how the Flammable Fabrics Act and the Textile Fiber Products Identification Act are related to housing decisions. (9.3) *The Flammable Fabrics Act prohibits the sale of highly flammable fabrics for home furnishings. The Textile Fiber Products Identification Act requires that the generic names of fibers appear on labels of all textile products.*
- Give two examples of decorative accessories and two examples of functional accessories. (9.5) *(List two of each.) Decorative: pictures, wall hangings, figurines, collections, plants, flowers, handcrafted items. Functional: pillows, ashtrays, lamps, mirrors, clocks.*
- Explain the difference between a “full warranty” and a “limited warranty.” (9.6) *Under a full warranty, you may have the item repaired or replaced free of charge. Under a limited warranty, you may be charged for repairs. You may have to mail the item back to the warrantor or take other steps to get repairs.*

■ ANSWERS TO REVIEW QUESTIONS ON PAGE 249

- Student response. List three from page 214.
- False.
- (List four:) Mortise and tenon joint, double dowel joint, corner block, dovetail joint, tongue and groove joint, butt joint.
- a. Woven.
- Flat springs offer firm support at lower cost. Coil springs are softer, more comfortable and more costly.
- Student response. Describe two of the following: divan bed, sofa bed, studio couch, studio lounge. See page 224.
- d. Saarinen.
- Contemporary.
- An eclectic room is one in which furniture styles of different periods and from different countries are mixed.
- The UL symbol of the Underwriters Laboratories and the Blue Star certification seal of the American Gas Association.
- Under a full warranty, you may have the item repaired or replaced free of charge. Under a limited warranty, you may be charged for repairs. You may have to mail the item back to the warrantor or take other steps to get repairs.
- b. Chest.
- In convection ovens, heated air is constantly in motion. Most of the heated air is recirculated inside the oven rather than being vented out into the kitchen.
- In microwave ovens, microwaves are absorbed by food. This causes food molecules to vibrate against one another. The friction created by this vibration produces the heat that cooks the food.
- (List two:) A feature which lets you choose the water level according to the load size. A “suds-saver” feature which reuses wash water. Dispensers which release detergent, bleach and fabric softeners into the wash water at the right time.

PART FOUR PROGRESS IN HOUSING

CHAPTER 10 EVOLUTION OF EXTERIORS

■ **OVERALL OBJECTIVE:** Students will be able to recognize various exterior styles of dwellings and to explain how the styles developed.

■ **INSTRUCTIONAL CONCEPT**

10.1 Cultural heritage.

STUDENT LEARNING EXPERIENCE

10.11 Display pictures with labels indicating cultural heritage related to housing.

10.2 Influence from the American Indian, Spanish, Swedish, Dutch and French.

10.3 English and American influence.

10.4 Greek Revival style.

10.5 Modern and contemporary styles.

10.6 Housing designers.

10.21 Describe an exterior dwelling design that was influenced by each of the following: American Indian, Spanish, Swedish, Dutch and French.

10.31 Explain how English and American influences worked together to change the exterior styles of dwellings.

10.41 Describe the Greek Revival style of dwelling exteriors.

10.51 Describe two major modern house styles: Ranch and Split Level.

10.52 Give two examples of contemporary styles of dwelling exteriors.

10.61 Give a brief oral report on an architect who has influenced housing design.

■ LEARNING EXPERIENCE 10.11

Directions: Work together as a class to make a bulletin board display of pictures showing how cultural heritage is related to housing. Label each illustration according to the country of origin.

■ LEARNING EXPERIENCE 10.21

Directions: Choose a particular exterior dwelling style that shows influence from the American Indian, Spanish, Swedish, Dutch or French. Describe the style in a brief written report or draw a sketch showing its outstanding characteristics.

■ LEARNING EXPERIENCE 10.61

Directions: Prepare an oral report about an architect who has influenced the exterior styles of dwellings. Use a variety of sources including your textbook, magazines, encyclopedias and related reference books.

■ ACTIVITIES

1. Take pictures of houses in your community. Ask classmates to identify the various exterior styles. (10.2, 10.3, 10.4, 10.5)
2. Collect illustrations of dwellings with contemporary exterior styles. (Look through newspapers and magazines.) Compare the designs and make a list of common characteristics. (10.5)

■ TEST QUESTIONS

Answers to all test questions are written in italics.

□ True/False: If the statement is true, put a + in the blank to the left of the number. If the statement is false, change the underlined word or words to make the statement true. Put the correct answer in the blank to the left of the number.

 + 1. Each national or racial group has a cultural heritage. (10.1)

adobe 2. Boxy construction and projecting roof beams are characteristics of hogan dwellings. (10.2)

Swedish
one-room
buildings 3. The log cabin is the result of American influence. (10.2)

 + 4. The earliest houses in America were large buildings with many rooms. (10.3)

+ 5. The Georgian style was named after English Kings. (10.3)

highly
ornamental 6. Victorian houses are plain and simple in design. (10.3)

 + 7. A Ranch style house is a one-story building. (10.5)

 + 8. Frank Lloyd Wright is known as the “father of modern architecture.” (10.6)

□ Multiple Choice: Choose the best answer and write the corresponding letter in the blank.

c 1. The Dutch Colonial style: (10.2)
 a. Was first built in Holland.
 b. Has a gable roof.
 c. Has dormers in the second story.
 d. All of the above.

a 2. The Mansard roof is typical of _____ influence. (10.2)
 a. French.
 b. Dutch.
 c. Swedish.
 d. English.

d 3. A Cape Cod house: (10.3)
 a. Is small and symmetrical.
 b. Has one-and-one-half stories.
 c. Has a gable roof.
 d. All of the above.

d 4. A lean-to section is characteristic of the _____ style. (10.3)
 a. Cape Cod.
 b. Dutch Colonial.
 c. Federal.
 d. Saltbox.

c 5. A typical feature of the Garrison Colonial style is: (10.3)
 a. A gambrel roof.
 b. A belvadere.
 c. An overhanging second story.
 d. Gingerbread trim.

b 6. An open space covered with a roof that is supported by columns is a: (10.3)
 a. Pediment.
 b. Portico.
 c. Belvadere.
 d. Balustrade.

b 7. Monticello, the home of Thomas Jefferson, is an example of the _____ style. (10.4)
 a. Southern Colonial.
 b. Greek Revival.
 c. Federal.
 d. Georgian.

d 8. The style of most haunted houses in horror movies is: (10.3)
 a. Greek Revival.
 b. Georgian.
 c. Saltbox.
 d. Victorian.

c 9. The top part of the basement is above ground in the _____ style. (10.5)

- a. Ranch.
- b. Hillside Ranch.
- c. Raised Ranch.
- d. Split Level.

b 10. The architect of Arcosanti is: (10.6)

- a. Wright.
- b. Soleri.
- c. Safdie.
- d. Taliesin.

□ Matching: Match the following terms and definitions. Write the letter of the term in the blank beside the corresponding definition. (10.2, 10.3, 10.4)

d 1. A red tile roof.

a. Garrison Colonial.

f 2. A lean-to section.

b. French.

a 3. Pendants below an overhang.

c. Victorian.

e 4. A two-story portico.

d. Spanish.

c 5. Gingerbread decoration.

e. Greek Revival.

f. Saltbox.

g. Cape Cod.

□ Essay Questions: Provide the answers which you feel best show your understanding of the subject matter.

1. Describe the French Provincial house style. (10.2) *It can be as tall as two-and-one-half stories. It has a delicate, dignified appearance and is usually symmetrical. Windows are dominant; the tops of windows break into the eaves line.*
2. Explain how a one-room house grew to be a Cape Cod and then a Saltbox. (10.3) (*See pages 256-257.*)
3. Name three characteristics of the Federal Style. (10.3) (*List three:*) *It has a box-like shape, at least two stories, a symmetrical design, a flat roof, a balustrade, pediments, and sometimes a portico over the main entrance.*
4. List two advantages of Split Level houses. (10.5) (*List two:*) *It is a good style for sloping lots; separating traffic to social, quiet and service areas is easy; only a few stairs must be climbed to get from one level to another; building, heating and cooling costs are lower than for Ranch houses.*

■ ANSWERS TO REVIEW QUESTIONS ON PAGE 268

1. b. Spanish house.

2. Swedish.



3. c. Cape Cod.

5. Garrison Colonial.

6. Greek Revival.

7. A portico is an open space covered with a roof that is supported by columns. It is found at entrances of some buildings.

8. (List four:) Abundance of decorative trim (gingerbread decor); high porches; steep gable roofs; tall windows; turrets; high ceilings; dark stairways; long halls.

9. (List one of each:) Advantages – easy to combine indoor and outdoor living space; easy to maintain; no stairs to climb. Disadvantages – needs a large lot; expensive to build; not energy-efficient.

10. A sloping lot is best for Split Level houses.

11. Frank Lloyd Wright.

CHAPTER 11 HOUSING NEEDS TODAY

■ **OVERALL OBJECTIVE:** Students will be able to recognize the influence of industry and automation on housing. Students will be able to discuss problems and cures for today's housing.

■ INSTRUCTIONAL CONCEPT

11.1 The effect of industry on cities.

11.2 Slums.

11.3 The move to the suburbs.

11.4 Housing problems of the rural poor and migrant workers.

11.5 The Era of Automation.

11.6 Controlling housing environments.

STUDENT LEARNING EXPERIENCE

11.11 Discuss factors which caused people to move to cities.

11.12 Discuss the consequences of the home changing from a family work center to a place to eat, sleep and spend leisure time.

11.21 Define the term slum.

11.22 Name three reasons an area may become a slum.

11.23 List six dangers of substandard housing.

11.24 Describe a slum clearance project.

11.31 Discuss reasons people moved to suburbs.

11.32 Name three advantages and three disadvantages of suburbs.

11.41 Define the terms rural poor and migrant workers and describe their housing problems.

11.51 Explain how automation has affected people and their housing.

11.61 Discuss the importance of controlling housing environments.

11.62 Define micro, macro, natural, constructed and behavioral environments.

■ LEARNING EXPERIENCE 11.12

Directions: Write a fictional story describing a family in the early stages of the Era of Industry. Describe the changes in their housing and family life.

■ LEARNING EXPERIENCE 11.24

Directions: Write a brief report describing a project to improve housing in a slum area. Use newspapers and magazines as sources.

■ ACTIVITIES

1. Work in groups to make lists of ways automation has changed you and your housing. (11.5)
2. Get brochures from housing developers and builders (include modular and mobile homes). List the advantages they give for the type of house promoted. Tell how the advantages are related to the following:
 - a. Natural environment, constructed environment and behavioral environment.
 - b. Microenvironment and macroenvironment.
 - c. Things, places and people. (11.6)
3. Organize a project to improve the housing environment in your community. (11.6)

■ TEST QUESTIONS

Answers to all test questions are written in italics.

□ True/False: If the statement is true, put a + in the blank to the left of the number. If the statement is false, change the underlined word or words to make the statement true. Put the correct answer in the blank to the left.

+ 1. During the Era of Industry, agriculture became a way of life for fewer people. (11.1)

+ 2. Row houses are a continuous group of houses connected by common sidewalls. (11.2)

+ 3. Overcrowding is one reason that an area may become a slum. (11.2)

integration 4. Slums are costly in terms of human resources. (11.2)

+ 5. Segregation means combining. (11.3)

macro-environment 6. Migrant workers move from farm to farm as they are needed. (11.4)

+ 7. Private and government agencies are part of your microenvironment. (11.6)

+ 8. Behavioral environment is the interaction among people. (11.6)

□ Multiple Choice: Choose the best answer and write the corresponding letter in the blank.

a 1. The Era of Industry caused: (11.1)
a. Mass movement to the cities.
b. Mass movement from the cities.
c. Homes to become family work centers.
d. A slump in the housing construction industry.

d 2. Areas become slums because of: (11.2)
a. Overcrowding.
b. Neglect.
c. Lack of sanitation.
d. All of the above.

a 3. Most slums are located in: (11.2)
a. The inner city.
b. The outskirts of a city.
c. Suburbs.
d. Rural areas.

c 4. The emergence of a strong middle class is a result of life in: (11.3)
a. The inner city.
b. The outskirts of a city.
c. Suburbs.
d. Rural areas.

d 5. The act of setting apart is: (11.3)
a. Integration.
b. Migration.
c. Congregation.
d. Segregation.

d 6. Your macroenvironment includes: (11.6)
a. A transport system.
b. Community facilities.
c. The housing industry.
d. All of the above.

a 7. Water, trees and solar energy are resources of the _____ environment. (11.6)
 a. Natural.
 b. Constructed.
 c. Behavioral.

c 8. A highway through the mountains combines which two types of environments? (11.6)
 a. Natural and behavioral.
 b. Behavioral and constructed.
 c. Constructed and natural.

□ Matching: Match the following terms and definitions. Write the letter of the term in the blank beside the corresponding definition. (11.6)

<u>b</u>	1. Behavioral environment.	a. Interaction between people and things.	d. Larger surroundings.
<u>d</u>	2. Macroenvironment.	b. Interaction among people.	e. Near surroundings.
<u>e</u>	3. Microenvironment.	c. Land.	f. Swimming pool.
<u>f</u>	4. Constructed environment.		
<u>c</u>	5. Natural environment.		

□ Essay Questions: Provide the answers which you feel best show your understanding of the subject matter.

1. List six dangers of substandard housing. (11.2) *Student response. (See pages 270-271.)*
2. Describe a slum clearance project. (11.2) *Student response. (See page 270.)*
3. Explain the importance of transportation to the move to the suburbs. (11.3) *When convenient and cheap transportation became available, people no longer had to live within walking distance of their jobs. They were free to live farther away – in suburbs.*
4. Describe two problems created by suburbs. (11.3) *(List two:) People living along transportation routes complain of noise and fumes; a sense of sameness and dullness; the emergence of a strong middle class (and thus problems of segregation and integration).*
5. Name four ways automation has affected you and your housing. (11.5) *Student response. (See pages 274-276.)*
6. Give an example of each type of environment: natural, constructed and behavioral. (11.6) *Student response. (See pages 276-278.)*

■ ANSWERS TO REVIEW QUESTIONS ON PAGE 280

1. After the Industrial Revolution, a large labor supply was needed to work in factories which were located in cities.
2. Areas become slums because of neglect, overcrowding, poor arrangement of living space or lack of ventilation, light and sanitation.
3. Everyone shares the cost of welfare and fire, police and health protection for slum areas through taxes. Slums are also costly in terms of the waste of human resources.
4. Student response. See page 270.
5. (List two:) To escape the crowding, noise and crime; to live in newer, better homes; because improved transportation made it possible.
6. (List two:) Noise and fumes along transportation routes, a sense of sameness and dullness, the emergence of rigid social classes.
7. In integrated housing, groups of people with different backgrounds live close together. In segregated housing, groups of people with different backgrounds are separated.
8. Rural poor; migrant workers.
9. Future shock is the term used to describe the fast-moving changes of the Era of Automation.
10. Student response. (See pages 274-275.)
11. Microenvironment; macroenvironment.
12. b. Constructed environment.

CHAPTER 12 HOUSING FOR TOMORROW

■ **OVERALL OBJECTIVE:** Students will be able to recognize housing alternatives for the future that will meet the needs and values of people.

■ **INSTRUCTIONAL CONCEPT**

12.1 Planned communities.

12.2 New spaces for housing.

12.3 Materials and methods for housing.

12.4 Fuel sources.

12.5 Controlling pollution.

STUDENT LEARNING EXPERIENCE

12.11 Describe two planned communities.

12.21 Write a fictional story about housing in outer space.

12.22 Discuss the possibility of underground dwellings.

12.23 Give two examples of housing on or under the water.

12.31 List five examples of recycled materials used for housing.

12.32 Give an oral report on ways to reduce waste in housing.

12.41 Explain how garbage can be used to provide energy.

12.42 Explain how wind can be used to provide energy.

12.43 Discuss how geothermal energy is being used.

12.44 Describe the method of converting sunlight into usable energy.

12.45 List five energy-saving tips related to housing.

12.51 Name three ways to reduce noise pollution.

12.52 Name three ways to reduce visual pollution.

■ **LEARNING EXPERIENCE 12.21**

Directions: Write a fictional story about a living unit that lives in outer space. Include a description of their housing.

■ **LEARNING EXPERIENCE 12.4**

Directions: Research one source of energy and present your findings to the class. Include the following information:

Energy source

How it is converted into usable energy

Related research projects

Potential uses

Sources you used to find your information

_____ points for class evaluation of presentation

_____ points for teacher evaluation of presentation

■ LEARNING EXPERIENCE 12.51

Directions: Make a list of sounds heard in your home. Include both indoor and outdoor sounds. Check the sounds that members of your living unit consider noise. Suggest ways to reduce noise pollution in and around your home.

■ ACTIVITIES

1. Visit a lumber yard or building supply store and ask about the latest materials and methods used by home builders. (12.3)
2. Write a brief report about what is being done in your community to prevent or reduce various types of pollution. Suggest some further steps that could be taken. (12.5)
3. Make a tape recording of sounds in your microenvironment. Play the tape at different volumes and get the reaction of class members. (12.5)

■ TEST QUESTIONS

Answers to all test questions are written in italics.

True/False: If the statement is true, put a + in the blank to the left of the number. If the statement is false, change the underlined word or words to make the statement true. Put the correct answer in the blank to the left.

+ 1. Arcosanti is an example of a planned community. (12.1)

do not have 2. Buildings in Millennium City have “cereal box” designs. (12.1)

+ 3. Crushed glass can be recycled and used to make bricks, driveway pavement and floor tile. (12.3)

+ 4. Fly ash can be collected and used in making cement. (12.3)

conserve 5. Structures built to allow for flexibility waste energy. (12.3)

+ 6. Garbage can be recycled to provide heat and electrical power for homes. (12.4)

deep 7. Geothermal energy is stored a few feet beneath the earth’s surface. (12.4)

+ 8. Sunlight can be converted into electricity. (12.4)

+ 9. Sound is measured in decibels. (12.5)

+ 10. Acoustical materials reduce noise. (12.5)

Multiple Choice: Choose the best answer and write the corresponding letter in the blank.

d 1. When designing planned communities, which of the following is considered? (12.1)
a. Use of resources.
b. Life-styles of the residents.
c. Recreational facilities.
d. All of the above.

c 2. Satellite communities are: (12.1)

- a. Communities in space.
- b. Experimental communities.
- c. Villages built around an urban downtown.
- d. Small, isolated villages.

d 3. Cluster housing: (12.1)

- a. Provides good use of space.
- b. Creates high-density housing.
- c. Saves space for gardens and parks.
- d. All of the above.

a 4. The idea of housing in outer space is promoted by: (12.2)

- a. Dr. Gerard O'Neill.
- b. Captain Jacques-Yves Cousteau.
- c. Paolo Soleri.
- d. Moshe Safdie.

d 5. Recycled items used in housing are: (12.3)

- a. Glass bottles.
- b. Auto tires.
- c. Aluminum beverage cans.
- d. All of the above.

b 6. Fuel begins as: (12.4)

- a. Electricity.
- b. Solar energy.
- c. Water.
- d. Wind.

a 7. Geothermal energy is: (12.4)

- a. Heat from the earth.
- b. Energy from garbage.
- c. Water-produced energy.
- d. Wind-produced energy.

b 8. Which of the following has not yet been converted into energy? (12.4)

- a. Garbage.
- b. Sand.
- c. Sunlight.
- d. Wind.

b 9. Normal conversation is about _____ decibels. (12.5)

- a. 30.
- b. 60.
- c. 90.
- d. 120.

b 10. Visual pollution: (12.5)

- a. Harms yours eyes.
- b. Includes litter and signboards.
- c. Is reduced by overhead power lines.
- d. All of the above.

Matching: Match the following terms and definitions. Write the letter of the term in the blank beside the corresponding definition. (12.1, 12.2)

<u>c</u>	1. Arcosanti.	a. Rouse.	d. Safdie.
<u>a</u>	2. Columbia, Maryland.	b. Fraunhoffer.	e. Cousteau.
<u>b</u>	3. Millennium City.	c. Soleri.	f. O'Neill.
<u>f</u>	4. Housing in outer space.		
<u>e</u>	5. Housing under the water.		

Essay Questions: Provide the answers which you feel best show your understanding of the subject matter.

1. Define the term planned community and give an example. (12.1) *A planned community is carefully designed to meet both present and future housing needs. Careful consideration is given to the use of resources and to the needs and values of humans. (List one:) Arcosanti; Habitat; Columbia, Maryland; Millennium City.*
2. Give two examples of housing on or under the water. (12.2) *(List two:) Ocean liner condominiums, houseboats, houses on stilts, housing capsules under the water.*
3. List five materials that can be recycled and tell how they can be used in housing. (12.3) *Student response. (See page 286.)*
4. List five energy-saving tips related to housing. (12.4) *Student response. (See page 292 and Appendix B, pages 323-327.)*
5. Describe three ways to reduce noise pollution. (12.5) *(List three:) Buy home products that meet noise standards; use acoustical ceiling tile, fiber glass insulation, draperies and carpeting; use pleasant sounds to drown out noise.*

■ ANSWERS TO REVIEW QUESTIONS ON PAGE 296

1. A planned community is one which is started “from scratch.” Everything in it is designed to meet the present and future needs of residents. (List two:) Arcosanti; Habitat; Columbia, Maryland; Millennium City.
2. A mass transit system (a monorail), bicycle paths and walkways provide easy access to all areas of the city. Traffic patterns follow the outlines of the rings. Personal automobiles are needed only for transportation away from the city.
3. Cluster housing makes the best possible use of space. The space that is saved by placing buildings close together can be used for gardens and parks.
4. People might live in a giant space capsule that is a self-contained world. Also, satellite power stations might supply energy for use on Earth.
5. a, b, c, d, e, f. (All of them.)
6. Student response.
7. Ecology.
8. Specially designed generators in windmills can convert air motion to electrical energy.
9. Solar collectors soak up heat from the sun. Then water or air carries the heat to a storage area or to where it will be used. Solar energy can be used to produce electricity and to heat and cool dwellings.
10. Sound that is unwanted is noise.
11. Decibel.

CHAPTER 13 CAREERS IN HOUSING

■ OVERALL OBJECTIVE: Students will explore career opportunities related to providing and maintaining housing.

■ INSTRUCTIONAL CONCEPT

13.1 Career clusters.

STUDENT LEARNING EXPERIENCE

13.11 Identify career clusters that are related to housing.

13.2 Sources of career information.

13.3 Job descriptions.

13.4 Career levels.

13.5 Qualities for success.

13.6 Working conditions.

13.21 Name two sources of career information.

13.31 Give a job description of four jobs related to housing.

13.41 Name the three levels of career opportunities.

13.42 Listen to a talk given by a representative of a professional organization related to housing.

13.43 Interview someone in a mid level position. Find out how the position relates to positions in the other two levels.

13.44 Contact someone in an entry level position and ask questions about his or her job.

13.45 Explain the relationship between jobs in a career ladder and a career lattice.

13.51 Discuss job skills and personal qualifications and tell how they affect success on the job.

13.61 List five working conditions with which you should be familiar before accepting a job.

■ LEARNING EXPERIENCE 13.31

Directions: Write a job description of a career related to housing. Include the following information:

Type of career

Description of the work done

Necessary qualifications (Educational, personal)

Sources you used to obtain your information

■ ACTIVITIES

1. Collect newspaper ads that list job openings related to housing. (13.1)
2. Interview persons with positions related to housing. Find out what they like and dislike about their jobs. (13.3)
3. Arrange for a panel of speakers from trade or professional organizations related to housing to speak to your class. Be prepared with a list of questions to ask them. (13.3, 13.4)
4. Take an aptitude test to determine the types of jobs to which you are best suited. (13.5)
5. Contact a local firm that employs people in careers related to housing. Ask about the employer's expectations and the employees' working conditions. (13.6)

■ TEST QUESTIONS

Answers to all test questions are written in italics.

□ True/False: If the statement is true, put a + in the blank to the left of the number. If the statement is false, change the underlined word or words to make the statement true. Put the correct answer in the blank to the left of the number.

_____ + 1. Jobs or careers that are closely related make up a career cluster. (13.1)

_____ + 2. A career web is another name for a career cluster. (13.1)

_____ architects 3. Drafters design buildings. (13.3)

civil 4. Structural engineers are responsible for preparing a site for a building. (13.3)

+ 5. Training beyond high school is required for interior designers. (13.3)

professional 6. The entry level is the top career level. (13.4)

+ 7. People who help carry out decisions that have been made by others are called supportive personnel. (13.4)

+ 8. An apprentice is one who is going through an organized program of job training. (13.4)

+ 9. A career ladder shows the steps from entry level jobs to mid level or professional level ones. (13.4)

personal qualifications 10. Your job skills are determined by your interests and preferences. (13.5)

□ Multiple Choice: Choose the best answer and write the corresponding letter in the blank.

d 1. Subclusters in the career cluster of housing design and interior decoration include: (13.1)
a. Furnishings selectivity.
b. Refurbishing and refurbishing.
c. Product testing.
d. All of the above.

d 2. Career information can be obtained from: (13.2)
a. School counselors.
b. The *Occupational Outlook Handbook*.
c. Vocational teachers.
d. All of the above.

c 3. A job description tells: (13.3)
a. Career clusters.
b. When a job is available.
c. What a person does on the job.
d. All of the above.

b 4. Career opportunities can be divided into: (13.4)
a. Two levels.
b. Three levels.
c. Four levels.
d. Five levels.

c 5. Professional level positions: (13.4)
a. Are held by supportive personnel.
b. Have on-the-job training.
c. Include architects and interior designers.
d. Are held by apprentices.

d 6. Learning job skills by working with someone else is: (13.4)
a. A career web.
b. A career ladder.
c. Common in professional level positions.
d. On-the-job training.

a 7. When the jobs in a career cluster are “lined up” according to the qualifications they require, they form: (13.4)
a. A career ladder.
b. A line of authority.
c. A professional pyramid.
d. Levels of training.

c 8. If you can perform the skills that a job requires, you are: (13.5)
a. Alert.
b. A graduate.
c. Competent.
d. Educated.

□ Matching: Match the following terms and definitions. Write the letter of the term in the blank beside the corresponding definition. (13.3)

d 1. Prepares working drawings from an architect's sketches.
b 2. Plans the placement of trees, shrubs, walkways and open areas around buildings.
e 3. Is concerned with the design of equipment for plumbing and heating.
a 4. Studies the working drawings and determines how much the building will cost in materials, labor and overhead.
g 5. Puts up the wooden framework in buildings and installs windows, doors and cabinets.

a. Estimator.
b. Landscape architect.
c. Electrical engineer.
d. Drafter.
e. Mechanical engineer.
f. Surveyor.
g. Carpenter.
h. Mason.

□ Essay Questions: Provide the answers which you feel best show your understanding of the subject matter.

1. List two sources of information about careers related to housing. (13.2) *(List two: School counselors, vocational teachers, “Dictionary of Occupational Titles, Vols. I and II,” “Occupational Outlook Handbook” and other library references.)*
2. Give a job description of two jobs related to housing. (13.3) *Student response. (See pages 302-310.)*
3. Name the three career levels and give an example of a position in each level. (13.4) *Professional level, mid level and entry level. Student response for an example of each. (See pages 310-312.)*
4. Explain how jobs are arranged in a career lattice. (13.4) *The vertical rows in a career lattice show the steps from entry level jobs to mid level or professional level ones. Horizontal rows show jobs in slightly different areas that require similar qualifications.*
5. List five working conditions which may affect the amount of enjoyment you receive from a job. (13.6) *(List five: Physical surroundings, work schedule, pay scale, advancement, fringe benefits, dues and fees.)*

■ ANSWERS TO REVIEW QUESTIONS ON PAGE 316

1. False.
2. A career cluster is a group of jobs or careers that are closely related to each other.
3. (List three:) School counselors, vocational teachers, libraries, publications such as the *Dictionary of Occupational Titles* and the *Occupational Outlook Handbook*.

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4. Student response.
5. Student response.
6. (List one in each area.) Some possible answers are: Professional level — architects, engineers, interior decorators, land use planners. Mid level — housing construction supervisors, assembly line supervisors, carpenters, lighting specialists. Entry level — aides to upholsterers or carpenters.
7. Supportive personnel.
8. An apprentice is one who is going through an organized program of job training that is coupled with vocational classes.
9. A career ladder shows vertical movement between positions in a single career field. A career lattice shows both vertical and horizontal movement between positions in related career fields.
10. Job skills; personal qualifications.
11. (List five:) Some possible answers are: physical surroundings, work schedule, pay scale, chances for advancement, fringe benefits, dues and fees.

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